

***RHODE ISLAND DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL NEEDS***

***SCHOOL SUPPORT SYSTEM REPORT FOR
THE PROVIDENCE SCHOOL DEPARTMENT***

Visit Dates: January 7 –18, 2002

**PROVIDENCE SCHOOL DEPARTMENT
SCHOOL SUPPORT SYSTEM REVIEW
JANUARY 7 – 18, 2002**

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1. SCHOOL IMPROVEMENT

INDICATOR	ITEM	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	1a	<p>The Providence School Department is immersed in district-wide school reform framed by its strategic plan, <i>Rekindling the Dream</i>. The mission of the Providence School Department, which serves a large, diverse, and rapidly changing urban community, is to inspire all students to become productive, self-sufficient citizens and to guarantee that all students will exceed national standards so that they can compete and contribute in a dynamic global society. It promises to provide a rigorous, equitable and accessible education in a safe and nurturing environment. In order to achieve this mission, the framework for reform centers on achieving three goals:</p> <ul style="list-style-type: none"> Increasing student achievement through a consistent and comprehensive focus on teaching and learning; Creating capacity within the system to support and nurture a continuous learning environment focusing on student achievement; Strengthening parent and public engagement. <p>The district is in its second full year of implementing the ten strategies of its strategic plan, with significant strides toward standards-based teaching and learning evident in the schools. Significant, focused investments in system-wide professional development, support to school administrators as instructional leaders, curriculum development, annual student performance assessment, accountability for school improvement plans aligned with the district intent, and enabling technology and evaluation systems, reflect the district's determination to ensure high expectations and achievement for all Providence students.</p>	<p>Administrative Interview</p> <p>Presentation</p> <p>Document Review</p>	
Performance	1b	<p>Providence has experienced sweeping changes in leadership at all levels in the past three years. The current year reflects the 3rd year of the Superintendency, the 2nd year of the Executive Directorship of Special Education, 1st year of significant cabinet positions and department directorships, changes of school principals in nearly half of the schools, all under a new administrative structure aligned with strategic goals. Possible changes in two School Board appointments, including the chair, are being considered as of this visit. District leaders are making determined efforts to shift from a fragmented, reactive district to a cohesive, proactive system focused on teaching and learning and student achievement.</p> <p>Professional and program development activities during the past three months have been temporarily hampered by the work-to-rule status of teachers pending settlement of the teachers' contract.</p>	<p>Administrative Interview</p> <p>Staff Interview</p> <p>Observation</p>	

Performance	1c	<p>School improvement plans, referred to as the Providence One Plan (POP), are in place across the district. Each POP is designed to focus on student achievement targets aligned with the district strategic plan. Most schools have active school improvement teams (SITs) and current plans at various stages of implementation. Parents and community members are members of SITs in many schools. Some schools are actively engaged in an ongoing process of self study based on student performance results. Although the shift to standards-based education is well underway, it is in its early stages, with schools' initial concern focused primarily on increasing all students' performance toward standards.</p> <p>Performance gaps for students with disabilities are not a focus at this time due to the limited total percentage of students achieving standards. However, the district has developed and is utilizing its comprehensive information system as a self-monitoring tool to ensure that all students with disabilities participate in state assessment, so that performance can be continuously evaluated.</p>	<p>Staff Interviews</p> <p>Document Review</p> <p>School-based Observation</p>	
Performance	1d	<p>The district has made enormous strides over the last two years in including special education leadership, administrators, and teachers in program, policy and professional development, in an effort to ensure cohesion and a system responsive to all students. Special education is represented at most decision-making tables such as the Superintendent's Cabinet and High School Redesign Committees and in leadership and professional development activities such as monthly Principals' meetings, principal evaluation, building and implementing the standards framework, and school-based Learning Walks. Teachers in both general and special education have been engaged in school improvement planning and school-based implementation of the standards framework and Balanced Literacy.</p>	<p>Administrative Interview</p> <p>Staff Interview</p> <p>School-based Observation</p>	
Performance Compliance	1e	<p>School reform efforts designed to establish standards-based education have been inclusive of special education, with system expectations of equitably high expectations for students with disabilities. The Superintendent and Executive Director of Special Education recognize the need for system capacity, as well as teacher preparation and expertise, to position educators to create a genuinely individualized educational program for each student with a disability, using curricular standards as a frame and employing differentiated instruction. There is a need for practitioner competencies in highly specialized methodologies and approaches that are targeted and effective in addressing unique needs and disability conditions, to ensure every student's access to learning and to ensure teachers' sense of efficacy in their ability to influence achievement of challenged learners.</p> <p>The Superintendent identifies the need to establish a clearly defined, equitable course of study at the high school level for all programs, including special education programs, as part of ensuring students with disabilities' access to, and success in, the general curriculum.</p>	<p>Administrative Interview</p>	<p>In Spring 2002, the Special Education Office will conduct a needs assessment among teachers regarding differentiated instruction, specialized teaching methodologies, and collaborative consultation. During Summer 2002, it will develop a comprehensive professional development plan to address needs in specialized areas of teaching and learning and integrate the plan with school and district professional development plans.</p> <p>Timelines: June 2002 (assessment completed)</p> <p>August 2002 & annually</p>

				(plan development) School Year 2002-2003 & ongoing (implementation)
Performance	1f	Collaborative efforts between the district's Special Education Office and its Office of Information Systems have succeeded in abolishing Providence's historically separate database for Special Education (ClassWorks), which was fraught with duplication & omission and limited access to meaningful information for students with disabilities. The district has successfully integrated both data bases under one district system, Reg 2000, enabling more complete student histories of school enrollments and transfers, participation in state and annual district assessment, student performance, and other capabilities. The goal is to inform instruction by connecting classroom teachers directly to information regarding student performance data. To start, the access has been extended to school principals and special education administrators.	Administrative Interview Staff Interview Document Review	
Performance	1g	Providence volunteered to serve as the pilot district to build Rhode Island's model information gathering and reporting system specific to students with disabilities, as a part of the Special Education Office's contribution to a state legislative group conducting the RI Children with Disabilities Study. This work addresses the study group's concern about current state data regarding students with disabilities. The model, underway in collaboration with the legislative group, will create accountability capabilities such as special education tracking and logging when it is incorporated into Reg 2000.	Administrative Interview Document Review	
Performance Compliance	1h	<p>A <i>Special Education Procedural Manual</i> is under development by the Special Education Office, to replace the existing outdated procedures manual. This manual is intended to establish consistent procedures and practices across the district regarding special education access and service provision. It will provide teachers, principals, related service providers and evaluation teams clear guidelines of operation. The updated <i>Manual</i> has been compiled and drafted, and will include updated procedures and forms consistent with new federal law IDEA 97 and accompanying federal and state requirements for the special education of students with disabilities. Dissemination is expected by the opening of school in September 2002. Currently, the following written district procedures are in place, with School Board approval and dissemination in August 2001 to school principals:</p> <ul style="list-style-type: none"> -<i>Process for the Referral & Development of a 504 Accommodation Plan</i> -<i>Modification in the General Education Program</i> -<i>Procedures for Evaluation and Determination of Eligibility</i> (under IDEA) -<i>Procedural Guidelines for Three-Year Re-Evaluations</i> -<i>Procedures for Addressing Expired IEPs</i> -<i>Procedures for the Discipline of Students with Disabilities</i> 	Document Review Administrative Interview Staff Interview School-based Observation Document Review	<p>In September 2002, the Special Education Department will disseminate the <i>Procedural Manual</i>, to be updated each summer, with companion documents as needed. The manual will include forms derived from models provided by the Office of Special Needs at RIDE.</p> <p>In the 2002-2003 year, it will follow up to ensure that all staff understand and consistently implement procedures. The Executive Director will provide ongoing guidance as part of Principals' meetings. Supervisors will arrange with each school a systematic way to inform every teacher</p>

		At the time of this visit, there are very few teachers, related service staff or evaluation team members who report awareness or utilization of the guidelines disseminated in August.		and related service provider. Learning sessions will be scheduled to ensure implementation among evaluation staff. Timeline: September 2002 (dissemination) School Year 2002-2003 (Professional development)
Performance	1i	<p>Providence schools benefit from ongoing support from and collaboration with a unique community coalition of private, non-profit Providence hospitals and universities, created several years ago specifically to enhance the school district's capacity to meet the health and educational needs of Providence students. The <i>Health and Education Leadership for Providence (HELP)</i> functions as a catalyst for innovative programs that support the teaching and learning and health efforts of the district, devoting the majority of its \$1,000,000 budget to adding fiscal and professional supports to the schools. Six elementary, one comprehensive high school and one alternative school are currently actively engaged in HELP-supported program and professional development. Initiatives presently supporting the schools include <i>Teaching for Tomorrow</i>, the <i>Mental Health & Wellness Initiative</i>, and the Health & Science Technology alternative high school.</p> <p>[See related Items 1m, pages 9-10; 2d, page 13; and 13g, page 69.]</p>	<p>Presentation</p> <p>Document Review</p> <p>Staff Interview</p>	
Performance	1j	<p>Special education in Providence is administered by the Executive Director of Special Education and twelve Assistant Directors (Supervisors), fulfilling the state regulatory requirement for administrative staffing. Two positions are currently vacant and temporarily filled by retirees. All Supervisors have district-wide responsibility for select components of special education. Additionally, eleven supervisors are responsible for overseeing special education operation in a number of schools, attending evaluation team meetings and serving as contact person. To ensure consistency of role and function among supervisors and build mentoring capacity among supervisors, the Executive Director of Special Education recently created the designation of Lead Supervisor, with three of the assistant directors selected for this role.</p> <p>Practitioners such as psychologists, therapists and intensive resource teachers report that regularly scheduled district wide discipline-specific meetings conducted by supervisors are useful and offer opportunities for shared practice, enhanced communication and cohesion, professional development support and planning. A few special educators--for example, resource teachers in more traditional roles--described feeling disconnected from others in like roles across the district.</p>	<p>Administrative Interview</p> <p>Staff Interview</p> <p>Document Review</p>	<p>The Special Education Department will extend networking opportunities to resource teachers and self-contained teachers by offering district wide after-school sessions each quarter.</p> <p>Timeline: School Year 2002-2003 & ongoing</p>

		School principals commented on the Executive Director's approachability, responsiveness, and support, with endorsement that his leadership is moving special education in Providence in the right direction.		
Performance	1k	The degree to which school administrators and faculty report being well informed and supported by their assigned supervisor is presently uneven among schools. Staff, particularly evaluation teams, in some schools report good access to and responsiveness from their supervisor and feel informed and supported in their work. These supervisors assist directly with problem solving on an ongoing basis and are counted on for coming through with solutions. Staff in other schools report that lack of communication with their special education supervisors is limited in some instances to issuance of student assignment lists and attendance at "MDT" meetings. Some express concern that dissemination of student assignment/caseload lists for some schools at the start of the year is frequently delayed or not updated to match IEP review decisions. Schools experiencing communication problems report the need for more personal, face-to-face dialogue, collaborative planning and decision-making with supervisors as new programs are initiated, and clear information and feedback regarding procedures. Some staff perceive their Supervisor as overextended, overbooked with "MDT" meetings in multiple schools, and desire more access to engage in active consultation and problem solving.	Staff Interview Document Review	The Special Education Administrative team, with the assistance of RIDE's Office of Special Needs, will structure a team-building series to generate a set of working agreements regarding support to schools. These will establish operating beliefs, shared expectations regarding Supervisor role & function, consistency of communication and procedures, and mutual accountability for ongoing self-assessment. The team will review its agreements annually. Timeline: Summer 2002 with annual summer review
Performance	1l	Four schools are currently thriving under site-based governance. Shared ownership and accountability for performance of all students, as well as creative, responsible resource generation and management, inclusion of students with disabilities, and commitment to high standards are supported by site-based management practices at Charles Fortes, Vartan Gregorian, and Robert L. Bailey, IV Elementary Schools and Feinstein High School. These schools exemplify an exceptional level of morale, enthusiasm, collegiality, and responsibility for student success and school improvement. The district level Site-Based Management Committee, which acts on schools' proposals to function under site-based management, would be reconstituted under the proposed teachers' contract. It is anticipated that this restructuring will facilitate expansion of the number of schools operating under site-based management.	School-based Observation Staff Interview Presentation Administrative Interview	
Performance	1m	Impressive school wide transformation is underway at Hope High School, based on a comprehensive strategic planning and implementation process initiated with broad public involvement in 1998. With the subsequent development of <i>Rekindling the Dream</i> , ensuing Providence One Plans (POPs), and High School Redesign in the district, Hope High School has strived to ensure alignment with district	School-based Observation Staff Interview	

		<p>direction. As part of implementing its multi-year set of tactics and action plans, the school has created 4 smaller learning communities with the school. These 4 “houses” include: Leadership, Arts Essential, School to Career and International. The ESL/bilingual program mirrors the current house structure.</p> <p>Future action plans include a number of strategically sequenced developments such as looping, continued inclusion, student advisory/mentoring, and addition of a Law Enforcement strand to the Leadership House. Hope High School applied and was selected as the Providence demonstration school for establishment of a Mental Health and Wellness Center, supported by the Health & Education Leadership for Providence (HELP) Coalition. This \$500,000, three-year initiative will support the creation of a mental health team of student support professionals in the school and connect them to the mental health community to increase capacity to support, guide, counsel and develop every high school student. The goal is to provide a continuum of support to all students who need emotional and social competency development or guidance, intervention, or treatment.</p> <p>The school’s Data Team facilitates the use of data to drive decisions regarding school goals and objectives based on trends in student achievement, drop out rate, and special populations. The Data Team is overseen by the Center for Research Management.</p>	<p>Document Review</p> <p>Presentation</p>	
Performance Compliance	1n	<p>At Hope High School, although special education staff continue to participate in all phases of planning and in leadership roles within restructuring, there is a sense of isolation of several groups of special education staff and students. The current special education operational model at Hope segregates a significant number of students with disabilities from the House structures. Special education staff indicate that changes regarding the “house” concept have been problematic for special education students who were not considered in such matters as scheduling during the restructuring of Hope High School. As school reform at Hope evolves, the special education department will need to develop ways to support all special needs students and staff within the House structures.</p>	<p>Document Review</p> <p>Staff Interviews</p> <p>School-based Observation</p>	<p>A member of the Special Education Administrative team will work with the Hope scheduling team to insure that all students with disabilities have access to the general education curriculum within the House structures.</p> <p>Timeline: Current Semester 2002</p>
Performance	1o	<p>Secondary school reform is underway throughout the district through its High School Redesign effort. In the first phase-in of high school reform, the 9th grades of most high schools were restructured this year into smaller interdisciplinary teams with common planning time and facilitators, with special education staff and students integrated into the 9th grade teams.</p> <p>Redesign Teams, comprised of 10-15 people (teachers, administrators, facilitators), have been established in the high schools. These teams serve as governing bodies and make redesign decisions at the school level. These have continued during the “work to rule” period, meeting every 2-3 weeks.</p>	<p>Presentation</p> <p>Administrative Interview</p> <p>Staff Interview</p> <p>Student Interview</p> <p>School-based Observation</p>	
Performance	1p	<p>With less than 100 school counselors serving more than 27,000 students with a wide range of needs, the Office of Special Education and the Director of</p>	<p>Presentation</p>	

		Counseling have been collaborating to unify historically separate student support services, including guidance, social work, and school psychology system-wide. In its second year, this effort has brought all three disciplines together for shared professional development to build a results-based framework for service delivery, through a comprehensive developmental school counseling program based on national standards for school counseling programs. Presently, all support service staff are engaged in action research on one of the competencies of standards drafted this summer by counselors, school psychologists and social workers.	Administrative Interview Document Review	
Performance	1q	There has been to date limited coordination, communication and problem solving between the Office of Special Education and the Office of Language and Culture. At the school level, there is little articulation among the various program strands of special education, bilingual special education, bilingual, ESL, and general education. Schools with high collegiality and school-wide decision-making have created informal inter-program collaborations.	School-based Observation Staff Interview Administrative Interview	The Departments of Special Education and Language & Culture have launched an interdepartmental work team of teachers, evaluation team members and administrators to develop a coordinated operational and professional development plan for articulation and program enhancement among special education, ESL and bilingual programs. Timeline: February 8, 2002 & ongoing

2. SCHOOL CLIMATE

INDICATOR	ITEM	FINDING	DOCUMENTATION	SUPPORT PLAN
Performance	2a	<p>The general climate across schools in Providence at this time is characterized by a highly mobilized and somewhat overwhelmed staff engaged on a steep learning curve, working hard to transform their practices within a standards-based teaching and learning framework and their schools into places of continuous improvement driven by results.</p> <p>Throughout the district, faculty members are pleasant, open, dedicated, committed and engaged in a variety of positive working relationships. Teachers, although struggling to implement reform, display genuine caring and concern about their students' well being. The focus appears to be less on <i>whether</i> to move ahead in the reform agenda and more on <i>ways</i> to best accomplish it for all students.</p>	School-based Observation Staff Interview Presentation	

Performance	2b	<p>Providence schools offer a multitude of after-school enrichment activities, such as Spanish or enrichment in music and the arts.</p> <p>Some other examples include: After-school Literacy Club Family Nights on Math and Literacy Transportation Club Cultural Clubs supported by business partnerships Saturday Recreation Program at Birch Vocational Program</p> <p>Schools are actively engaged with a variety of partners in a number of school improvement and outreach activities. Some examples are:</p> <ul style="list-style-type: none"> - Americorps, Parents Making a Difference - Providence YMCA - Colleges & Universities - Hospitals - Local Community Centers - Banks - Businesses - Churches - Public Utilities - South East Asian Development Center - United Way of Rhode Island - Roger Williams Park Zoo - RITE Care Program - R.I. Youth Guidance - Providence Gas Company - Family Services, Inc. - Dorcas Place - Attorney General's Office - Urban League - Looking Glass Theatre - Kaleidoscope Theatre <p>To encourage high school students who are parents to continue their education through graduation, in-school childcare is available. This support has been developed in collaboration with community agencies.</p> <p>At Mount Pleasant High School, a Community Health Center will be opening shortly to increase students' access to health services through on-site availability.</p>	<p>Staff Interview</p> <p>Document Review</p>	
Performance	2c	<p>Family-School Support Teams (or School Support Teams) operating in eleven elementary schools provide social service linkages for students and families in the community. These are working to build the capacity of schools to reduce social barriers to learning.</p>	<p>Staff Interview</p> <p>Document Review</p>	<p>The Executive Director of Special Education and the Director of Counseling will collaborate with the Veazie Street Elementary School</p>

Compliance		<p>At Veazie Street Elementary School, there is an operating practice of providing these social service supports only to students without disabilities. The assumption is that these supports are available through other channels such as the "MDT". This leads to a discriminatory practice in that children with disabilities at Veazie Street Elementary School whose families would benefit from this support are not accessing it equitably. Lack of collaborative relationships among staff appears to be a contributing factor.</p>		<p>Principal to develop a plan for encouraging staff collaboration and establishing staff agreements and mutual accountability that ensure equitable access to available supports for all students.</p> <p>Timeline: Spring 2002</p>
Performance	2d	<p>Students at some schools are engaged in social and emotional learning as part of their education. Some schools are weaving social skill development and behavioral health supports into the school day through articulated school wide or classroom agreements, incidental social learning, encouragement and recognition of pro social and helping behaviors, group learning sessions, and other strategies. Some support students through specialized support teams. The following are some examples:</p> <ul style="list-style-type: none"> -Ongoing in-class social skills curriculum offered in Grades K-3 at Veazie Street Elementary School by the school counselor. (Also offered last year in Grades 4-5 by the MDT) -Therapeutic interventions in the Intensive Behavior Support Program at Robert L. Bailey IV Elementary School, utilizing strategies such as lighting, music, BrainGym/Meditation, "engine speed", peer mediation, personal power, verbal To physical prompt hierarchy, point sheets, and strategy fading -Classroom social skill-building activities in several classrooms -Wall of Kindness at William D'Abate Elementary School, with displays recognizing children's helping and kind behavior -Peer helping practices, such as in the Alan Shawn Feinstein Elementary School inclusion class w/co-teaching and Peers as Mediators programs in several schools -Casey Family Services at Dr. Martin Luther King, Jr. Elementary School -The Mental Health & Wellness Initiative is a demonstration model being created at Hope High School that exemplifies a commitment to address students' social and emotional needs by creating in-school support capacity and connecting these supports to community-based services. <p>[See item #1m, pages 9-10.]</p>	<p>School-based Observation</p> <p>Staff Interview</p> <p>Student Interview</p> <p>Document Review</p>	

		<p>The unification of student support services currently in development through collaboration between the Counseling and Special Education Offices is designed to build a more comprehensive capacity to address social service needs. Currently, for students with social service needs, there are some connections with community social services. In 11 schools, this is facilitated by Family School Support Teams. In most schools, students' connections with social service, health, mental health and other community services are largely dependent on the unique knowledge, experience and interest of individual staff rather than coordinated through a systemic effort.</p> <p>[See item #2c, pages 12-13.]</p>		
Performance	2e	At Mount Pleasant High School, including the Birch Vocational Program, the students appear happy, comfortable and safe. Students with disabilities appear welcome and included by their peers during informal interactions (cafeteria/hall ways, etc.).	School-based Observation	
Performance	2f	At Veazie Street Elementary School, although a temporary arrangement, the two annexes function as small, separate learning communities with a strong sense of independence, teaming and autonomy.	School-based Observation Staff Interview	
Performance	2g	By last reported count, there are an estimated 3000 Providence students who are truant daily from school. The percentage of these students who have disabilities is unknown. Attempts to provide students and their families with direction, planning, and support for students to remain in school is reflected by such initiatives as Project ATTEND and in-school Truancy Courts. Project ATTEND is a district-wide truancy program for students with disabilities. The Truancy Courts are held at Gilbert Stuart and Oliver Hazard Perry Middle Schools and Hope High School and overseen by a family court judge.	Staff Interview	
Performance	2h	<p>Some issues related to collective bargaining and provisions of agreements have been functioning as barriers to positive school climate, school improvement and/or special education entitlements. These include:</p> <p>a) The work-to-rule decision by members of the teachers union more than three months ago. This has limited the engagement of teachers in many programs and professional development opportunities as well as school improvement activities.</p> <p>b) Teachers' contract: Assignments of teaching and certain related service staff to schools beyond their "home school" to cover caseloads results in, for some less senior staff, multiple school assignments. This leads to supply & equipment hauling, inflexible caseloads, service shortages as new student needs arise, limited collegial relationships, lack of school cohesion, continuity and team development, disorientation to multiple school cultures, procedures & practices.</p>	School-based Observation Staff Interview Document Review	

		<p>c) Contracts for teacher assistants and occupational therapists—Imposes residency hurdles for specialty positions experiencing recruitment/retainment difficulties and shortages.</p> <ul style="list-style-type: none"> - Teacher assistants who have received training in physical restraint are precluded by contract from utilizing restraint procedures. Many students have this one-to-one assistance specifically to address challenging behavior and require physical restraint in emergencies. <p>These contractual arrangements presently function in some cases to adversely affect service delivery, decision-making, collegiality, inclusive practices, and positive school climate.</p> <p>A provision in the proposed teachers' bargaining agreement would add flexibility to the staff assignment system. It would reconstitute the district level Program Change Committee to improve its decision-making ability. The prior limitation of staff assignments to end-of-year, with one allowable re-assignment, has been expanded to allow proposals for additional needed changes in staff assignments to be presented to school improvement teams for approval or, for further consideration or appeal, to the district Program Change Committee.</p>		
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3. TEACHING PRACTICES

INDICATOR	ITEM	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	3a	<p>The Providence School Department has invested in establishing the Balanced Literacy Program in all schools. This includes literacy or instructional coaches and facilitators to model teaching and provide on-site professional development for teachers.</p> <p>For many middle and high school students, especially those receiving special education services, lack of reading proficiency presents a major problem. Several teachers pointed out that special education students are reading at the early elementary level or are "non-readers." Many bilingual special education students observed are not reading in either their first or second language. There is little evidence at this time that teaching reading is a responsibility of teachers within the Providence middle and high school curricula.</p> <p>A very small number of special educators have training in a few specialized reading methodologies such as Orton-Gillingham, Wilson, or Stevenson, but there is a dearth of teacher preparedness or system capacity to offer a range of specialized teaching methods or general reading instruction at the middle or high school level.</p> <p>A new district-wide initiative, Disciplinary Literacy, reflects the district's intent to</p>	<p>School-based Observation</p> <p>Staff Interview</p> <p>Document Review</p> <p>Administrative Interview</p>	<p>Refer to the Support Plan regarding professional development, Item 1e on page 6.</p> <p>Timeline: August 2002</p>

		begin to integrate reading instruction across academic content areas through the secondary level. There is a need for systemic planning among district leaders in special education, curriculum and professional development regarding integrated program planning and professional development to address infusion of reading instruction beyond the elementary years as well as through specialized reading instructional strategies for diverse learners.		
Performance	3b	The district offered a summer literacy clinic, a half-day program that included breakfast. Students who are eligible for ESY can access this program. Fifty teachers were trained in the RIGBY-PM benchmark kit involving ongoing assessment that informed instruction through the use of running records. There was uneven awareness of this promising option.	Staff Interview	
Performance	3c	<p>Teacher uncertainty regarding effective instructional strategies for unique learners is discouraging high performance expectations for students with disabilities. Modifications of standards in the form of “easier” or “lower level” work sometimes occur in place of accommodations in the form of specialized approaches or adaptations that ensure progress of learners with disabilities. Although standards-based teaching and learning are well underway across schools and levels, there is relatively limited understanding, expertise and capacity among practitioners, programs and schools to implement differentiated instruction or targeted methodologies for diverse learners, to ensure that every student reaches high standards within the curricular framework.</p> <p>The implementation of collaborative, engaging, student-owned learning observed in several programs, particularly in the intensive resource co-teaching arrangements that operate well at a few schools such as Charles Fortes, Sackett Street and George J. West Elementary Schools, and Springfield Middle School I, offer promising models for creating capacity to address diverse learning needs. Some teachers report that, with preparation and co-planning, they would be willing to enter co-teaching arrangements to be more effective in accommodating the needs of children with disabilities. Teachers show genuine concern about student learning.</p>	<p>School-based Observation</p> <p>Staff Interview</p> <p>Staff Surveys</p> <p>Document Review</p>	<p>Refer to the Support Plan regarding professional development, Item 1e on page 6.</p> <p>Timeline: August 2002</p>
Performance	3d	<p>Common planning time as a best teaching practice is uneven across the district. Most elementary schools and 9th grade high school teams have common planning time arrangements. Elementary common planning time is typically arranged by grade level.</p> <p>Common planning time in the last two years has been widely used for professional development, focusing on balanced literary and standards-based instruction. In many schools, common planning time includes both special and general educators, although in some situations, special educators are not included or have separate meetings.</p>	<p>School-based Observation</p> <p>Staff Interview</p> <p>Document Review</p>	

		<p>Common planning time has been built into the redesign process at the high schools, creating shared planning within each 9th grade interdisciplinary team. Special education teachers are members of these teams and participate in shared planning. Each team is assigned a consulting facilitator to support team and professional development and facilitate common planning meetings.</p> <p>The following are two examples:</p> <p>At Mount Pleasant High School, the 9th grade teams note that common planning time is advantageous in serving students with special needs, although the team agenda is disproportionately spent on special needs issues. Some special education teachers on the 9th grade team are unable to attend common planning time due to the provision of a resource period.</p> <p>At Veazie Street Elementary School, grade level common planning time is conducted weekly. However, the Intensive Resource teacher is not integrated into grade level common planning time due to assignment to multiple grades. Only one teacher attends special sessions scheduled for resource collaboration.</p>		
Performance	3e	<p>Some examples of co-teaching among general and special education teachers as well as related service providers is evident at a few schools and is built into 9th grade re-structuring at Central and Mount Pleasant High Schools.</p> <p>At Veazie Street Elementary School, the occupational therapist, physical therapist and speech and language therapist collaborate to provide an exemplary treatment model of in-class individual therapy, whole class instruction and demonstration, and standards-based instructional goals designed to ensure child's ability to progress to the general curriculum.</p> <p>At Alan Shawn Feinstein Elementary School, two teachers (a special and a general educator) are co-teaching a fifth grade class comprised of up to 10 students with IEPs and 16 students without IEPs. This inclusionary classroom focuses on establishing a classroom community, with peacemakers, peer tutoring, celebration of student achievements, and genuine faculty teaming that reflects common goals and pedagogical beliefs. The program inherently offers supported access to the general, standards-based curriculum for students with and without disabilities. Fifth graders in this class are able to articulate how this program works for them. Some sample comments include: "It teaches me stuff and makes me want interested to come." "What I like about this classroom is that everybody is a teacher whenever we need help." "What I like...is that if we need help on something we just ask someone right next to us. I feel happy to be in this class." "We learn how to be respectful of other kids' abilities to learn."</p> <p>At George J. West Elementary School, participating staff cite that collaboration works best when participating teachers have input and are thoughtfully selected. The special education supervisor is helping the intensive resource program through more effective planning for next year, thus enabling the program to develop and function as intended.</p>	<p>School-based Observation</p> <p>Staff Interview</p>	

Performance Compliance	3f	<p>In some cases, traditional pullout approaches utilized in many schools function, in ways that limit the information exchange and coordination among classroom teachers and specialists needed to ensure standards-based support to students.</p> <p>At Charles Fortes Elementary School, where intensive resource and general education teachers collaborate well to provide in-class integrated learning for students in their program, there remain separate pull-out resource services with limited communication with general educators.</p> <p>At Veazie Street Elementary School, the intensive resource program's limited planning, unexpected resource teacher absence and delayed replacement, long-term teacher assistant vacancy, and delayed issuance of student assignment list have resulted in the collaborative model not working as intended and in more pull-out than in-class service.</p>		<p>The Special Education Department will work with school principals to structure opportunities for resource teachers and related service providers to explore integrated approaches, through district-wide meetings and visits to classrooms demonstrating co-teaching or collaboration among special and general educators.</p> <p>Timeline: Spring 2002 & ongoing</p> <p>Principals and Supervisors will assist intensive resource staff with planning for the 2002-2003 school year.</p> <p>Timeline: Spring 2002</p>
Performance Compliance	3g	<p>For second language learners with disabilities whose primary language is Spanish, there are some exemplary practices in place. For example, the preschool special education program at Veazie Street Elementary School Annex II and classes at Alfred Lima, Sr. Elementary School (two-way bilingual) and Charles Fortes Elementary School are staffed with qualified teachers and exemplify best teaching practices and reflect teacher-student cultural affinity.</p> <p>While the design of the bilingual special education programs in the examples cited is pedagogically sound, the quality, design and staffing across schools varies greatly. There exist bilingual (Spanish) special education classes with inconsistent preparation of staff and questionable quality of practice, resulting in ineffective instruction and second language learners' inability to access the general curriculum.</p>	<p>School-based Observation</p> <p>Staff Interview</p>	<p>The Special Education Department will develop a plan for implementation by November 2002 that creates a systematic mentoring relationship between each new or emergency-certified bilingual teacher and an experienced bilingual special educator, for ongoing staff development.</p> <p>Timelines: September 2002 (plan) November 2002 (start-up)</p> <p>The district will continue to support up to 15 teachers' enrollment in each cohort of the RIC multicultural graduate program.</p> <p>Timeline: current & ongoing</p> <p>Also refer to the Support Plan regarding interdepartmental work, Item 1q on page 11.</p> <p>Timeline: February 8, 2002 & ongoing</p>

Performance Compliance	3h	<p>At Mount Pleasant High School, teachers in the 230-day self-contained classrooms are struggling to merge standards with functional skills curriculum.</p> <p>In the 230-day Hope High School class housed at Bridgham Middle School, there is little evidence that the various functional projects are aligned within a standards framework.</p>	<p>Staff Interview</p> <p>School-based Observation</p> <p>Student Record Review</p>	<p>During Spring 2002, the Special Education Department will link these staff with teachers trained and experienced in standards-based alternate curriculum and assessment.</p> <p>Timeline: Spring 2002 & ongoing</p>
Performance	3i	Classroom teachers currently have limited understanding and access to timely information on the state assessment performance data about their students. This information is needed to inform classroom instruction.	<p>School-based Observation</p> <p>Staff Interview</p>	
Performance	3j	At the high schools, there is a perception that modifications for "inclusion" students may be holding some general education students back. Further, general education teachers are not clear how to evaluate/grade special education student work and how much help from special education teacher assistants is appropriate.	Staff Interview	<p>The Special Education Administrative Team will engage a workgroup to develop guidelines to assist IEP teams with decisions about accommodations, modifications and evaluating student work relative to the standards framework. Guidelines will be reflected in a <i>Procedures Manual</i> companion document.</p> <p>Timeline: June 2003</p> <p>Follow-up staff development will occur as part of the Support Plan regarding procedure dissemination, Item 1h, page 7.</p> <p>Timeline: School Year 2002-2003</p>
Performance	3k	A new \$575,561 grant recently awarded to Providence holds promise for developments in assistive technology. This competitive grant under IDEA and Technology, a two year project, will assist the district in building internal capacity to: a) build awareness among all teachers re: applications of assistive technology; b) conduct assistive technology evaluations for students; and c) acquire equipment for students to ensure access to learning. The district has previously contracted with Rhode Island Tech Access and Meeting Street Center for these services. These services are no longer contracted, and are operating on case-by-case purchase as indicated by individual student need.	<p>Student Record Review</p> <p>School-based Observation</p> <p>Staff Interview</p> <p>Administrative Interview</p> <p>Document Review</p>	The Special Education Department will sponsor a cadre of internal practitioners to be trained in best practices in assistive technology. It will subsequently create a systematic process to ensure that all special educators and therapists are aware of the use of assertive technology to augment student learning as well as of internal resource

Compliance		At the time of this visit, there appear to be many Providence students with significant communication, motor and other limitations whose needs warrant consideration of the use of assistive technology to enable full access to learning and communication. At the time of this visit, there was little evidence that IEP teams, teachers or practitioners are aware of resources or practices regarding assistive technology to augment student learning.		team members who can assist with IEP team decisions about the use of, and evaluations for, assistive technology for students with disabilities. Timeline: Spring 2002 & ongoing
Performance	3l	As the district creates instructional programs to meet the needs of students with Autism Spectrum Disorder, there is a need to ensure that interventions are individualized and tailored to each child's unique needs and strengths. Although some teachers in this specialized program offer an array of approaches, all teachers in such programs need to be aware of the empirical support demonstrating the effectiveness of range of approaches for teaching students with Autism Spectrum Disorders, along a continuum from behavioral to developmental, that differ in both underlying philosophy and treatment strategies. No one approach is equally effective for all children and no one methodology, such as applied behavior analysis (ABA), has been proven to be more effective than another.	Presentation Document Review	
Performance Compliance	3m	<p>There appears to be no awareness among newly hired specialists, and those new to an assignment, of a systematic process for accessing instructional materials and supplies.</p> <p>Some staff report that they do not always have reliable, consistent access to supplies, materials and equipment needed to implement students' IEPs or to offer learning experiences of quality equitable to general educators. In some cases, staff report that supplies ordered under the annual \$150 spending allowance are delayed, partially received, or not delivered.</p> <p>The following are some examples:</p> <ul style="list-style-type: none"> - Occupational therapy supplies - Books for bilingual special education classes; staff are unclear about primary department of responsibility, eg. Special Education or Language & Culture - Vision service supplies - An adequate in-class supply of multi-level trade readers for diverse readers in general education classes - Speech therapy materials beyond testing materials. 	Staff Interview School-based Observation	<p>As part of the current budget process, the Executive Director of Special Education will explore with the Senior Director of Finance ways to address operational impediments to acquisition of educational and therapeutic supplies.</p> <p>Timeline: June 2002</p> <p><i>A Procedures Manual</i> companion document will be created to delineate the ordering process and provide consistent information to new staff.</p> <p>Timeline: December 2003</p>
Performance	3n	Central High School and Hanley Vocational Program, considered to be one school, are housed in two separate buildings. Hanley offers many vocational	School-based Observation	

	<p>experiences for students. Programs include electronic, electrical, cosmetology, information processing, printing/graphics, auto mechanics and culinary arts programs. Students in the 9th grade in the Hanley Program take career exploration classes and then choose one of the exploratory courses as their vocational focus. There is a student-operated café for teachers and staff.</p> <p>At Mount Pleasant High School, the Career Fair, Career Academies and work based</p> <p>learning experiences in the Birch Vocational Program are providing students with meaningful career training. Students with special needs have access to the Career Academy.</p>	<p>Staff Interview</p> <p>Student Interview</p>	
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4. EDUCATIONAL PROGRAM OPTIONS

INDICATOR	ITEM	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	4a	<p>The Executive Director of Special Education identifies Providence's historical reliance on a limited number of service options, primarily self-contained classrooms and pull-out resource services as a priority area for change. The Special Education Office has a number of initiatives underway designed to expand the array of service options for students with disabilities and to support students in the least restrictive environment.</p> <ol style="list-style-type: none"> 1) Intensive Resource service (in-class collaboration) or inclusion models were initiated in 3 elementary and 3 middle schools in 2000-2001, expanded to 8 elementary and 6 middle schools in 2001-2002. 2) Inclusion of students and collaboration of general/special educators on interdisciplinary teams as part of 9th grade restructuring in the high schools. Reforms at 10th-12th grade levels presently in discussion. 3) Specialized program strands designed to meet unique needs: <ol style="list-style-type: none"> a) Programs specializing in approaches effective for children w/autism spectrum disorder: 2 elementary & 1 middle level this year, and 1 high school program next year. Pleasant View Elementary School, Springfield Middle School and Feinstein High School b) Programs with supports designed to meet needs of students who experience significant emotional and/or behavioral needs. Components: 8 additional Professional Development days for teachers; Reduced class size to 8 (difficult case/presentation 	<p>Administrative Interview</p> <p>Presentation</p> <p>School-based Observation</p> <p>Staff Interview</p>	<p>Refer to Support Plans regarding:</p> <p>Comprehensive professional development, Item 1e, page 6; Timeline: August 2002</p> <p>Awareness of integrated approaches, Item 3f, page 17; and Timeline: Spring 2002 & ongoing</p> <p>Supports within general education, Item 6a, page 29. Timeline: School Year 2002-2003 & ongoing</p>

		<p>team) w/ teacher & assistant, 2 if needed; Interagency arrangement for a Triage Team of 3 full-time clinicians housed in 2 of the schools and one floating, who meet regularly and provide additional supports. Programs are currently arranged or planned as follows:</p> <p>Current Year: 4 classes at Robert L. Bailey Elementary School; 2 classes at Oliver Hazard Perry Middle School; 1 class at the Occupational Education Program housed at the Wanskuck Boys Club.</p> <p>Year 2: To expand by 2 elementary classes & 2 middle school classes</p> <p>[See related caution in Item 6c, page 31.]</p>		
Performance	4b	<p>As programs are expanded, there is a need to focus on enhancement of the general education capacity to support students with disabilities within the classroom. Presently, students are often referred for evaluation or for more restrictive placements because they cannot perform unsupported in general education classes. Innovative ways to add supports and meet individual instructional needs utilizing an array of strategies, people and services within general education are usually not considered due to lack of awareness of the possibilities.</p> <p>Well-functioning Teacher Support Teams, the emerging intensive resource approach, and the collaborative teaching model, reflect examples of increased support for students with and without disabilities in general education. IEP decisions at this time reflect some limited consideration of accommodations, modifications or support to personnel, but very little awareness of innovative, varied, creative, natural or new strategies for adding support to students within general education.</p>	<p>School-based Observation</p> <p>Staff Interview</p> <p>Student Record Review</p>	<p>Refer Support Plans regarding:</p> <p>Mobilizing and adding expertise to TSTs, Items 5a, page 28;</p> <p>Timeline: Fall 2002</p> <p>General education supports, Item 6a, page 29.</p> <p>Timeline: School Year 2002-2003 & ongoing</p>
Performance	4c	<p>At the preschool level, a home-visiting component has been added to preschool programs, providing substitute coverage for teachers once or twice per month, to allow teachers to conduct home visits for the children in their program. With staff development and support, this program expansion has the promising potential to facilitate working relationships with families and to inform the teaching and learning process.</p>	<p>Staff Interview</p>	
Performance	4d	<p>Providence is recognized as the only Rhode Island school district that offers bilingual education (Spanish). This is commendable in that 42% of Providence children are Spanish speakers, with this as the primary language for many. In addition, 50 different languages are spoken by Providence children, with 8% speaking twelve different Asian languages. The special education prevalence rate of children with disabilities is approximately 15%.</p>	<p>Document Review</p> <p>Administrative Interview</p> <p>Staff Interview</p>	

		Presently, it is unclear how second language learners with IEPs whose primary language is other than English or Spanish are being served. Multilingual perspectives and programs are not currently developed district-wide.	School-based Observation	
Performance	4e	The system does not appear to have in place the comprehensive supports necessary to address the needs of a growing multilingual and multinational student population arriving from impoverished backgrounds with little schooling in their native country and without experiences exposing them to environments rich in literature and vocabulary usage. This impacts program options for second language learners with disabilities.	School-based Observation Staff Interview	
Performance	4f	<p>Providence has in place an array of alternative options for completing high school. In addition to its four comprehensive high schools and its vocational/career programs, Providence offers several public alternative high schools and learning programs. Students with disabilities are included in all of the alternative programs, with approximately 156 in attendance at the time of this visit. The alternatives reflect creative and varied approaches to engage those students whose abilities, talents or needs require opportunities other than traditional schooling. Some programs offer challenge, field experiences, and a world curriculum. Others create the structure and individualization needed to sustain attendance, effort, or success for students who have experienced disciplinary action including school removal or whose involvement with the juvenile justice system has disrupted their education. Some participating students are in the process of transitioning back to the community from the Rhode Island Training School.</p> <p><u>Providence Academy of International Studies (PAIS)</u> <i>Program Description</i></p> <ul style="list-style-type: none"> - The PAIS Program is a newly created program this year. The program is designed to provide an internationally focused college bound curriculum through the study of global relations, political sciences, language arts, international business and cultural studies. The program features a dual-language bilingual teaching format in which students learn to read, write and speak in English and Spanish. <p><i>Application Process</i></p> <ul style="list-style-type: none"> - Students apply to the program on a first come, first serve basis with the exception of special education students for whom ten slots are reserved. Students are selected through high school choice. <p><i>Enrollment (currently all first year participants are 9th graders)</i></p> <ul style="list-style-type: none"> - Maximum – 78 general education, 10 special education. - Current – 60, including 8 students with IEPs. <p><i>Special Education Services</i></p> <ul style="list-style-type: none"> - The program provides a self-contained teacher and teacher assistant as 	School-based Observation Presentation Administrative Interview Staff Interview Student Interview Document Review	

		<p>well as social worker support. Students are totally self-contained.</p> <p><i>Commendations:</i></p> <ul style="list-style-type: none"> - The program provides unique opportunities for bilingual learning and for students to pursue international causes and tracks. - Community relationships with 6+ organizations; eg. International Institute, Bryant College School of International Business and the University of Rhode Island enhance the program. <p><i>Concerns</i></p> <ul style="list-style-type: none"> - There has been no apparent consideration of how the special education class fits and integrates into the program. The program currently offers no opportunities for the integration of its special education students, who are segregated and report unawareness of the PAIS program components. - Lack of a formal application, screening, transitioning and IEP recommendation process hampers appropriate student placement. - While current facilities offer adequate space, their poorly maintained condition is not conducive to creating a warm, stimulating and inviting learning atmosphere. <p><u>Health/Science/Technology</u></p> <p><i>Program Descriptions</i></p> <ul style="list-style-type: none"> - The program is designed in collaboration with the HELP Coalition to provide students with a core high school curriculum as well as curricular opportunities in the health, science and technology field. In addition, students are provided experiential opportunities in their field of choice. <p><i>Application Process</i></p> <ul style="list-style-type: none"> - Students apply to the program on a first come, first serve basis with the exception of special education students, for whom 10 slots are reserved. Special education recommendations come from the Student Relations Office. <p><i>Enrollment</i></p> <ul style="list-style-type: none"> - Maximum, 78 general education, 10 special education - Current, 83, including 5 students with IEPs <p><i>Special Education Services</i></p> <ul style="list-style-type: none"> - The special education students are fully included in the general education curriculum with resource support. <p><i>Commendations</i></p> <ul style="list-style-type: none"> - Special education students are fully integrated in the general education curriculum. - Community relationships with the health/education/leadership committee and RIDE enhance the program. <p><i>Concerns</i></p> <ul style="list-style-type: none"> - Lack of a formal application, screening, transitioning and IEP recommendation process hampers appropriate student placement. - While current facilities offer adequate space, their poorly maintained conditions are not conducive to creating a warm, stimulating and inviting 		
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		<p>learning environment.</p> <p><u>Providence Place Academy</u> <i>Program Description</i></p> <ul style="list-style-type: none"> - The program is designed to provide students with a core high school curriculum as well as curricular opportunities in the retail and marketing fields. In addition, students are provided with experiential opportunities in the field of their choice. <p><i>Application Process</i></p> <ul style="list-style-type: none"> - Students apply to the program on a first come, first serve basis with the exception of special education students, who are referred by the Student Relations and Special Education Offices. <p><i>Enrollment</i></p> <ul style="list-style-type: none"> - Maximum, 25-30 per grade of which 7-8 special education slots are reserved - Current, 36 9th graders, including 7 with IEPs <p><i>Special Education Services</i></p> <ul style="list-style-type: none"> - Special education students are fully included in the general education curriculum with resource support, except for three students who receive intensive reading instruction separately for part of their day. <p><i>Commendations</i></p> <ul style="list-style-type: none"> - Special education students are integrated in the general education curriculum to the maximum intent possible. - Community relationships with the Providence Place Mall and Johnson and Wales University enhance the program. <p><i>Concerns</i></p> <ul style="list-style-type: none"> - Lack of a formal application, screening, transition and IEP recommendation process hampers appropriate student placement. - Due to a lack of space, students are located in the separate facilities hindering adequate program supervision. <p><u>Occupational Education Program (OEP)</u> <i>Program Description</i></p> <ul style="list-style-type: none"> - The program is designed to provide intensive instruction particularly in reading and math, but also in science and social studies, as well as addressing the social/emotional/behavioral needs of the students. The program is a “last chance” opportunity for students having a history of serious behavioral problems, including verbal and physical violence as well as adjudication through the courts. <p><i>Application Process</i></p> <ul style="list-style-type: none"> - Students are placed in the program through recommendations from the evaluation team recommendation process, which includes the supervisor responsible for the program. <p><i>Enrollment</i></p> <ul style="list-style-type: none"> - Maximum – 16 students with IEPs - Current – 16 		
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		<p><i>Special Education Services</i></p> <ul style="list-style-type: none"> - The program provides two full time self-contained teachers and a part time social worker. - <p><i>Commendations</i></p> <ul style="list-style-type: none"> - Staff commitment to the program and its students establishes positive working relationships with students and their families. <p><i>Concerns</i></p> <ul style="list-style-type: none"> - A lack of support staff somewhat hampers service delivery. - Isolation of the program prevents student access to general education curriculum opportunities. <p><u>Textron/Chamber of Commerce Charter School</u></p> <p><i>Program Description</i></p> <ul style="list-style-type: none"> - The program is designed to provide students with a college preparatory program in 9th and 10th grade, traditional courses and community service in the 11th grade and a job internship in the 12th grade. The school is a small, closely knit community that provides students with extensive support services. <p><i>Application Process</i></p> <ul style="list-style-type: none"> - Students apply on a first come, first serve basis but must meet with school staff, visit the school and are encouraged to attend the school's summer program prior to their entry. Special education students are selected in the same way but must be able to successfully participate in an inclusive environment. <p><i>Enrollment</i></p> <ul style="list-style-type: none"> - Maximum: 210, including 27 students with IEPs <p><i>Special Education Services</i></p> <ul style="list-style-type: none"> - The school has two resource/inclusion teachers, who provide in-class service delivery, as well as guidance counselors, social workers, Dean of Men, Dean of Women, Attendance Officer, and School to Work Coordinator. <p><i>Commendations</i></p> <ul style="list-style-type: none"> - Site-based managed allowing for extensive opportunities for staff, parents and student communication. - Extensive support services for all students allowing for fully including students with IEPs. - Small, highly structured environment. - Extended school day program, after school tutoring, night school and summer program. <p><u>Urban League/Bridge School</u></p> <p><i>Program Description</i></p> <ul style="list-style-type: none"> - The program is designed as an interim alternative education setting for students suspended or expelled from their regular high schools. The intent is to provide students with intensive instruction as well as 		
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		<p>social/emotional/behavioral intervention to enable excluded students to return to a less restrictive environment.</p> <p><i>Application Process</i></p> <ul style="list-style-type: none"> - Students are referred to the program by the Student Relations Office and Alternative Program Director. <p><i>Enrollment</i></p> <ul style="list-style-type: none"> - Maximum: 17, including 7 students with IEPs <p><i>Special Education Services</i></p> <ul style="list-style-type: none"> - There are two special education teachers (part time), two teacher assistants, and a part time social worker assigned to the program. <p><i>Commendations</i></p> <ul style="list-style-type: none"> - Small, highly structural learning environments, and intensive instruction/re-mediation. - Social service/behavioral supports. - Availability of wrap-around services for students who need them. <p><i>Concerns</i></p> <ul style="list-style-type: none"> - Space is limited. - Limited collaboration with high schools to build in supports for transition back to home schools <p><u>Alternative Learning Project</u></p> <p><i>Program Description</i></p> <ul style="list-style-type: none"> - The program is designed to provide students with a core high school curriculum as well as course offerings in life skills, technology, personal development and time management in a small setting. <p><i>Application Process</i></p> <ul style="list-style-type: none"> - Students apply through High School Choice. Availability of special education services is limited to two hours per week of resource support. <p><i>Enrollment</i></p> <ul style="list-style-type: none"> - Maximum, 150 of which 16 receive special education. <p><i>Special Education Services</i></p> <ul style="list-style-type: none"> - There is a resource teacher, social worker, student assistance counselor and human relations specialist. Resource service is provided separately. <p><i>Commendations</i></p> <ul style="list-style-type: none"> - The school's leadership has provided new structure and direction for the school that has resulted in significant positive change. - The small, highly structured environment and intensive academic instruction meets students learning and social/emotional behavioral needs. <p><u>Feinstein High School</u></p> <p><i>Program Description</i></p> <ul style="list-style-type: none"> - The program is designed to provide students with a traditional high school curriculum delivered in a small closely-knit school community. The school is divided into four interdisciplinary teams that provide 		
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		<p>standards based instruction to students.</p> <p><i>Application Process</i></p> <ul style="list-style-type: none"> - Students apply and are selected by lottery, except students with IEPs, who are recommended by evaluation teams. <p><i>Enrollment</i></p> <ul style="list-style-type: none"> - Maximum: 350, including 60 with IEPs. <p><i>Special Education Services</i></p> <ul style="list-style-type: none"> - Three resource teachers, 2 guidance counselors and a part time social worker are available to special education students. Resource is provided in an in-class model. <p><i>Commendations</i></p> <ul style="list-style-type: none"> - Site-based management, allowing for extensive opportunities for staff, parent and student communication. - Extensive support for all students, allowing for fully inclusion of students with IEPs. - Small, highly structured environment <p><i>Concerns</i></p> <ul style="list-style-type: none"> - Lack of a formal application, screening, transitioning and IEP process hampers appropriate student placement. 		
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5. TEACHER SUPPORT TEAMS (TST)

INDICATOR	ITEM	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	5a	<p>Teacher Support Teams (TSTs) are active and functioning well in a few schools. Staff in these schools report increased support to general education classroom teachers to address academic and behavioral challenges. TSTs have been inactive in some schools due to work-to-rule and are nonexistent in others.</p> <p>Since 1999, TSTs have been active at George J. West, Vartan Gregorian, Mary Fogarty, Pleasant View, Sgt. Cornell Young, Jr., Gilbert Stuart, and Alan Shawn Feinstein Elementary Schools; and Samuel Bridgham and Oliver Hazard Perry Middle Schools. TSTs were convened a few times at E. W. Flynn Elementary, Springfield Elementary, and Nathan Bishop Middle Schools. Since its opening, Robert L. Bailey, IV Elementary School has also established a TST.</p> <p>The overall number of cases processed and reported by TSTs in these schools was 236 during 1999-2000. Teachers sought consultation and problem-solving with the TST for academic challenges in 101 cases. They consulted with the TST to solve behavioral challenges or absenteeism in 67 cases. A small number – 4 and 12, respectively—reflected problems related to health or speech/language issues.</p> <p>Strategies utilized and reported by TSTs in these schools included instructional modifications in 86 cases; program modifications in 65 cases; parent</p>	<p>School-based observation</p> <p>Staff Interview</p> <p>Document Review</p>	<p>Action plans within the district wide strategic plan include the establishment of Teacher Support Teams, a general education responsibility. In collaboration with this initiative, the Executive Director of Special Education will explore with the district's Strategic Planning Specialist:</p> <ul style="list-style-type: none"> -ways to mobilize and prepare a fully operating TST in each school; -ways that TSTs can benefit from professional development consultation or participating expertise of specialists, such as <p>behavioral specialists, bilingual or ESL teachers,</p>

		<p>involvement in 77 cases; behavior management in 37 cases; supportive reading 13 cases; supportive ESL 4 cases; and supportive math in one case.</p> <p>Currently, Mary E. Fogarty, Sackett Street, and Charles Fortes Elementary Schools and Hope High School are in the process of scheduling various levels of training from the TST network. Webster Avenue Elementary School plans similar training. At Gilbert Stuart and Oliver Hazard Perry Middle Schools, TSTs are composed primarily of special educators.</p>		<p>specialized instructors, or therapists.</p> <p>Timeline: Fall 2002</p>
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6. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

INDICATOR	ITEM	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Compliance	6a	<p>The district's intent to provide a free and appropriate public education for children with disabilities is hampered by a pervasive lack of awareness and clarity among practitioners and schools of IDEA entitlements for children, of district policies and procedures, and of service options. The initial two years of the current leadership has brought much progress in creating needed infrastructures and interdepartmental relationships. There is now a critical need to reach teachers, practitioners and IEP teams with solid information, professional development and support regarding basic special education entitlements, procedures consistent with the Individuals with Disabilities Act (IDEA) and state policy, and proactive team decision-making.</p> <p>With the exception of a few schools, decisions by evaluation teams regarding eligibility for special education and by IEP teams regarding services for students are driven by past practice or what is perceived as allowable or available in the school or system, rather than by what can be created as most appropriate for the student. Confusion about required composition, authority, role and responsibility of these teams contributes to the problem.</p> <p>Teams are frequently missing key required members such as a chairperson serving in an authorized decision-making capacity as LEA (Local Education Agency/school district) representative. With the exception of a few schools, classroom teachers, particularly general education teachers, seldom have the classroom coverage or coordinated pre-planning of schedules to participate fully, if at all, in the processes as intended by IDEA and state regulations. Meetings are not generally facilitated in ways that genuinely inform parents in culturally competent ways and creatively engage their values, ideas and concerns for their children, or their needs for real support to enable them to contribute to their child's progress.</p> <p>Services and re-evaluations in all but a few schools are routinely directed, if not</p>	<p>Administrative Interview</p> <p>School-based Observation</p> <p>Student Record Review</p> <p>Staff Interview</p> <p>Parent Interview</p>	<p>The comprehensive professional development plan will incorporate ongoing, job-embedded approaches that reach general and special education teachers to heighten awareness of an array of possibilities for supporting students with disabilities in the classroom environment.</p> <p>Learning experiences, including classroom visits exemplifying collaborative, integrated practices within the system, will be designed to enable teachers to create innovative accommodations, modifications and staff/student supports as part of the IEP decision-making process.</p> <p>Timeline: School Year 2002-2003 & ongoing</p> <p>Also refer to Support Plans regarding:</p> <p>Comprehensive professional development, Item 1e, page 6;</p> <p>Timeline: August 2002</p>

		<p>decided, by evaluation teams rather than IEP teams, and evaluation teams are still widely referred to as “MDTs” despite new language in federal and state regulations and the Providence Special Education Office’s written guidance. Beyond an initial evaluation role, “MDTs” in many schools function with administrative authority over decisions about IEPs, re-evaluations and IEP reviews. IEP teams often function in the role of carrying out “MDT” decisions, rather than as teams trained and authorized to create individualized services for children based on identified strengths, needs, goals, and specialized supports. Individual staff are often expected to write goals and objectives unilaterally outside of the IEP process, before or after IEP meetings. Re-evaluation, IEP review and service decisions, when made by IEP teams, are submitted for “MDT” approval before implementation, and are sometimes administratively overruled. A long-held local practice of “placement reviews” adds an additional approval step following IEP review meetings where services are reconfigured. On occasion, parents are called back after IEP agreements, to sign or initial IEPs altered after the meeting to reflect service plans changed to fit services or schedules available or to offer a different service unilaterally decided.</p> <p>The district’s attempt to discourage over-reliance on self-contained placements is hampered by lack of professional development, guidance and service capacity at the practitioner level. This frustrates IEP decision-makers who perceive limited options and places “MDTs” or supervisors in the role of service gatekeeper or reversal of team decisions.</p>	SR 8,11	<p>Dissemination of procedures, Item 1h, page 7; and Timeline: September 2002</p> <p>Administrative Team-building, Item 1k, pages 8-9. Timeline: Summer 2002 & annually</p>
Compliance	6b	<p>The district’s referral (R1) form’s required checklist and process results in delays in submitting and reviewing referrals. The checklist leads many teachers to believe that referrals cannot be submitted if the teacher has not first sought help from the Teacher Support Team. The checklist also implies that a number of individuals, screenings and other activities are prerequisite for submission of referrals, with some of these activities extending the timeline by several weeks. In schools where “MDT” collaboration with teachers is high, the referral process is generally efficient. In other schools where there is limited communication between teachers and the “MDT”, the teams have a practice of rejecting and returning referrals from staff when the checklist is incomplete, as a means of prompting teachers to more fully complete the form. This disrupts the timely submission and review of initial referrals and hampers collaboration. There is a need for proactive professional development and guidance at schools where this occurs.</p>	<p>Document Review</p> <p>Staff Interview</p> <p>Student Record Review</p>	<p>Refer to Support Plan regarding dissemination of procedures, Item 1h, page 7.</p> <p>Timeline: September 2002</p>
Performance Compliance	6c	<p>As the district has created programs to address the needs of students experiencing behavioral health needs, it has built in additional supports of reduced class size, additional staffing and training, and interagency clinical supports. This appears to be generally working well at Robert L. Bailey IV Elementary School and the Occupational Education Program. Inequitable implementation exists at Oliver Hazard Perry Middle School, where building level supervision, behavioral assessments and plans are needed and the</p>	<p>Administrative Interview</p> <p>Staff Interview</p> <p>School-based Observation</p>	<p>The Executive Director of Facilities will address safety issues of the seclusion room.</p> <p>Timeline: April 2002</p> <p>During 2002-2003, two <i>Procedures Manual</i> companion documents regarding</p>

	<p>“seclusion” room facility is hazardous. Teachers in the Oliver Hazard Perry Middle School program (one is emergency-certified) are working diligently to meet their students’ needs, but are isolated in the basement with no scheduled common planning time with clinical support and no routine conferencing with the building administrator, building colleagues or other consulting staff.</p> <p>Access to the general curriculum and inclusion in the overall school learning environment for some students who face or pose challenging behavior or emotional health is jeopardized by the general lack of required and appropriate behavioral supports or commitment to students’ social emotional learning in many schools.</p> <p>For students with disabilities experiencing emotional or behavioral difficulties, there is limited evidence that functional behavioral assessment is being utilized as a tool to inform interventions. There is also limited evidence of behavior intervention plans for individuals, positive behavioral supports for all students, and in-school alternatives to suspension. There is little planning for removed students’ transition back to the general curriculum, partly due to lack of capacity and supports within general education. This results in practices such as school-to-school discipline transfers, suspension, removal to in-house suspension such as “focus” rooms, or placement in out-of-school or out-of-school district programs.</p> <p>In certain self-contained programs, such as the self-contained class enrolling students with challenging behavior at Gilbert Stuart Middle School, there is less qualified staffing and oversight to ensure functional behavioral assessment and positive, effective behavioral intervention plans for students. Currently, IEPs and re-evaluations are expired for four students participating in the Gilbert Stuart classroom. The capability of this program to meet behavioral needs is a concern.</p> <p>In general, schools are cautioned to develop IEPs that accurately reflect all areas of students’ special needs, to ensure that placements of students with behavioral health needs are well informed and can build in the necessary supports. The district is cautioned to avoid creating non-inclusive or categorical programs, based on disability category, or relying on separate settings in lieu of building school capacity to address social-emotional development and learning for all students.</p>	<p>Student Record Review</p> <p>Parent Interview</p> <p>JK 10, 11, 15, 19</p>	<p>Functional Behavioral Assessment and Tips for Teachers will be developed.</p> <p>Timeline: June 2003</p> <p>The Special Education Department will support teachers who have expertise and exemplary practice in behavioral supports to share their best practices with colleagues and schools to build capacity to support students facing or posing behavioral challenges.</p> <p>Timeline: School Year 2002-2003 & ongoing</p> <p>At Perry Middle School, members of the Special Education Administrative Team will work with the Principal to create a plan for enhanced supervision and integration of staff from the behavioral support programs for the 2002-2003 year.</p> <p>Timeline: September 2002 (plan ready for implementation)</p> <p>At Bridgham Middle School, members of the Special Education Administrative Team will meet with the Principal to develop a plan to address capacity needs of the self-contained class supporting students with behavioral needs.</p> <p>Timeline: March 2002</p> <p>Also refer to Support Plans regarding:</p> <p>Mobilizing and adding expertise to TSTs, Item 5a, pages 28-29;</p> <p>Timeline: Fall 2002</p>
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				<p>Guidelines regarding accommodations and modifications, Item 3j, page 19;</p> <p>Timeline: June 2003</p> <p>General education supports, Item 6a, pages 29-30.</p> <p>Timeline: School Year 2002-2003 & ongoing</p>
Performance Compliance	6d	<p>The district has been successful in recruiting two new bilingual (Spanish/English) speech and language specialists in the past year. There remain approximately 60 students whose IEPs stipulate speech/language therapy in Spanish but who are currently receiving therapy with an English-speaking therapist utilizing a Spanish interpreter.</p> <p>Personnel preparation efforts with Rhode Island College and the University of Rhode Island are promising examples of long-range planning for increased number and quality of bilingual special education staff.</p> <p>[See related Item 13a, page 67.]</p>	<p>Administrative Interview</p> <p>Partnership Interview</p> <p>School-based Observation</p>	<p>Refer to findings in Item 13a, page 67, and support plan regarding equitable access, Item 8o, page 46.</p>
Compliance	6e	<p>Students with disabilities who are Spanish speakers and participate in self-contained, bilingual special education classes do not have access to the language acquisition assessment routinely available to students in general education who participate in bilingual classes. Further, IEP teams are unclear about the relationship of language acquisition assessment to IEP decision-making.</p>	<p>Staff Interview</p> <p>Administrative Interview</p>	<p>Refer to Support Plan regarding interdepartmental work, Item 1q, page 11.</p> <p>Timeline: February 8, 2002 & ongoing</p>
Compliance	6f	<p>The bilingual special education program at Hope High School is not equipped to meet students' individual needs, and access to the general curriculum is hampered. The teacher does not hold required certification. Multi-grade levels among students, lack of appropriate materials, and the teacher's lack of awareness and access to coordinated support from the Departments of Special Education and Language and Culture appear to be contributing factors.</p>	<p>School-based Observation</p> <p>Staff Interview</p>	<p>Refer to Support Plans regarding:</p> <p>bilingual teacher mentoring, Item 3g, page 18;</p> <p>Timeline: November 2002</p> <p>and Interdepartmental work, Item 1q, page 11.</p> <p>Timeline: February 8, 2002 & ongoing</p>
Compliance	6g	<p>The district has experienced a loss in availability of orientation and mobility services through previous contracts and has requested technical assistance in locating new sources for this service. The district was notified in August 2001 by its service contractor that mobility services were being discontinued. Invitations for bids issued in Summer 2001 and again in September 2001,</p>	<p>Staff Interview</p>	<p>The Providence Special Education Department will seek technical assistance from the RIDE Office of Special Needs to address this service</p>

		consultation to state vision service providers, as well as attempts to employ individuals, were unsuccessful in securing mobility services. At the present time, no mobility training is available in the Providence School Department to provide services for children with low vision or blindness whose IEPs stipulate mobility training. All such students are currently without service.		shortage. Timeline: Spring 2002
Compliance	6h	<p>Students are denied a free appropriate public education (program continuity and access to learning) when teacher assistants for individual students ("one-to-one" aides) are not consistently in place for all students whose IEPs indicate this service. Vacancies sometimes go unfilled for extended periods, and absent teacher assistants are usually not replaced with substitutes. Although the School Board recently improved its policy to eliminate the practice of hiring these staff as substitutes with limited periods of hiring and re-hiring to preclude their eligibility for full-time employment, vacancies remain. The residency requirement under the assistants' contract, as well as low wages and minimal qualifications, contribute to a continuing problem of turnover, vacancies, and recruitment difficulties.</p> <p>For example, at Springfield Middle Schools I&II, teachers express concern that there has been no teacher assistant assigned to a long-term substitute teacher for a self-contained class of ten children since October. In a self-contained classroom, there was no coverage for a teacher assistant who was out of the classroom for three weeks with a medical note.</p>	<p>School-based Observation</p> <p>Staff Interview</p> <p>Administrative Interview</p> <p>Parent Interview</p>	<p>During Summer 2002, representatives of the Special Education and Human Resources Administrative Teams with develop a recruitment and contingency plan for securing and retaining special education teacher assistants.</p> <p>Timeline: August 2002</p>
Compliance	6i	Practices vary throughout the district to disseminate information to classroom and itinerant teachers regarding strengths and needs, goals, accommodations and modifications for students with IEPs. This impedes the success of students with disabilities in general education.	<p>Staff Interview</p> <p>Document Review</p>	<p>Refer to Support Plans regarding:</p> <p>Professional development, Item 1e, page 6;</p> <p>Timeline: August 2002 & ongoing</p> <p>Administrative Team-building, Item 1k, page 8;</p> <p>Timeline: Summer 2002</p> <p>General education supports, Item 6a, pages 29-30.</p> <p>Timeline: School Year 2002-2003 & ongoing</p>
Compliance	6j	<p>At the high schools, there is inequitable access to the general curriculum. One example is at Hope High School, where two self-contained special education classrooms, departmentalized special education classes, and the</p> <p>special education bilingual class utilize curricula that do not mirror the general curriculum and staff report difficulty in ordering appropriate curriculum materials</p>	School-based Observation	<p>The Special Education Supervisor will collaborate with the Hope High School</p> <p>Special Education Department Chair and the Principal to</p>

		<ul style="list-style-type: none"> - Unavailable services for several weeks at the beginning of the school year when disposition forms are not sent to receiving schools. - Changes to IEP services for a caseload of students unilaterally made outside of the IEP process, based upon intensive resource schedule - Changes to IEP decisions for two individual students when MDT/Supervisor over ruled IEP team decision - Five students not receiving services in according to IEPs <p><u>Occupational Therapy issues</u></p> <ul style="list-style-type: none"> - Unavailable Occupational Therapy (OT) services through early October while district caseloads were being assigned and arrangements were made for contracted services to cover the overload. - OT services for students in the Birch Vocational Program were not provided for the first three months of school. - One student has not received OT services according to IEP <p><u>Special Education issues</u></p> <ul style="list-style-type: none"> - Limited scheduling of a resource teacher in a school for specific days only. IEPs indicating services beyond this schedule are condensed to fit schedule. Creates discrepancy between IEP and service provision. - All students in the intensive resource programs at Veazie Street School received no services for at least four weeks at the start of the school year in September-October and no classroom modifications. 3rd, 4th & 5th grade teachers received no names identifying the "inclusion" students placed full-time in their classrooms, no IEPs, and no orientation regarding needed accommodations or modifications. - Five students not receiving special education according to IEP - A student transferring from Puerto Rico in early November 2001 with a current IEP for bilingual resource is not receiving any special education services. <p><u>Speech/Language Therapy issues</u></p> <ul style="list-style-type: none"> - Speech language services and supports are not provided for several students in the absence of a speech language pathologist. Substitutes for speech pathologists are not secured, despite instances of awareness of long-term absences. - Speech and language services are not provided as per IEPs. 	<p>DA5 DA7 DA8</p> <p>SR 8,11</p> <p>SW19</p> <p>DA 11</p> <p>SW10, SW11, SW12, SW13, SW14, SW15, SW16, SW17 SW18</p>	<p>Education, Human Resources, and Finance will create a systematic process for notifying the Special Education Department regarding staff absence and securing substitutes.</p> <p>Timeline: August 2002</p>
Performance Compliance	6m	<p>Although information and protocols are distributed by the Special Education Office at the start and middle of the school year, teachers and staff demonstrate a lack of knowledge regarding extended school year (ESY) services, processes for referral and eligibility determination, and information regarding whether students referred have received services. This hampers their capacity to systematically consider appropriateness of extended year services in making IEP decisions. Staff make ESY referrals through their supervisors rather than through IEP team decisions.</p>	Staff Interview	<p>Refer to Support Plan regarding dissemination of written procedures, Item 1h, page 7.</p> <p>Timeline: September 2002</p>

Performance	6n	At Springfield Middle Schools I & II, a well intended policy to have parents come in with their child following a suspension resulted in a student receiving 3 additional days of in-house suspension before the parent was able to come to the school. Further, teachers report that the in-house suspension room referred to as the Focus Room does not actively engage students in their academics. This practice in Focus Rooms also occurs at the secondary level.	Staff Interview School-based Observations CS2	
Compliance	6o	In a 230-day self-contained classroom at Mount Pleasant High School, the age range of the students exceeds four years.	School-based Observation	The district will correct this issue. Timeline: September 2002
Compliance	6p	At Hope High School, one self-contained classroom exceeds the allowable class size limits.	School-based Observation	The district has submitted a waiver request to the Department of Education.
Compliance	6q	One student reported that she was promoted from the 4 th to 6 th grade, skipping the 5 th because there were no special education services available at the 5 th grade level.	JDS-4 Student Interview	The district no longer permits this practice, which occurred several years ago.
Compliance	6r	There is no IEP to date for a sixth grade student placed in a self-contained special education classroom at Oliver Hazard Perry Middle School. IEPs of students in the "behavior" class at Gilbert Stuart Middle School have not had annual reviews and are outdated.	JK-20	The district will ensure that these IEPs are immediately reviewed and updated. Timeline: Immediate
Performance	6s	At Robert L. Bailey IV Elementary School, there is a remarkably low percentage of students who are receiving resource services (approximately 2% of the school's enrollment). The perception among general education teachers at this school that resource services are limited (due to the resource teacher's apparent presence in the school only one day per week) discourages them from making referrals. It is unclear how much time the resource teacher currently spends in the building.	School-based Observation Staff Interview Document Review	The Special Education Supervisor will collaborate with the Principal to address this issue. Timeline: April 2002
Compliance	6t	Students in the 230-day high school class housed at Samuel Bridgman Middle School do not have access to physical education. At Gilbert Stuart Middle School, a 6 th grade self-contained student does not have access to her grade- and age-appropriate health and physical education class and is currently participating in the 8 th grade program, which is not age appropriate or developmentally appropriate.	School-based Observation Staff Interview	Students in this class are now receiving physical education. Timeline: February 4, 2002 The Special Education Supervisor will collaborate with the Principal to ensure age-appropriate health education experiences for each student in the special education class. Timeline: September 2002

Compliance	6u	<p>At Oliver Hazard Perry Middle School, approximately 10 special education self-contained classes are not fully staffed with a full-time teacher assistant as required by state regulations. The teacher assistants are removed for 30 minutes each day during 4th period instructional time to allow time for covering general cafeteria duty. (IEPs of students with disabilities present in the lunchroom do not indicate the need for special education services during their lunch period.)</p> <p>Although a formal RIDE special education complaint regarding this issue was processed earlier this year, the situation has continued.</p>	<p>School-based Observation</p> <p>Staff Interview</p> <p>Document Review</p>	<p>As of March 2002, the Executive Director of Special Education will work with the Principal to ensure that self-contained classes enrolling more than eight students are staffed with a teacher assistant throughout the school day.</p> <p>Timeline:</p>
Compliance	6v	<p>The 230-day high school class housed at Bridgham Middle School is segregated from age-appropriate peers. [See Item #10e, page 59.]</p> <p>Two self-contained classes designed to address behavioral needs and one bilingual special education class are segregated in the basement of Oliver Hazard Perry Middle School with no interaction with other peers in the school. [See Item #6c, page 30.]</p> <p>In the Mandela Woods Complex housing Charlotte Woods and Sergeant Cornel Young, Jr. Elementary Schools, five special education classes are segregated for all instruction and located in a clearly separate wing centered between the two schools.</p>	<p>School-based Observation</p>	<p>This class is being relocated at Hope High School.</p> <p>Timeline: March 18, 2002</p> <p>The district will locate these classes at Perry Middle School on one or more main floors of the school.</p> <p>Timeline: September 2002</p> <p>The Executive Director of Special Education will collaborate with the Executive Director of Facilities and the Principals to develop a three-year plan to integrate the special education classes within the general school buildings at Mandela Woods Complex.</p> <p>Timelines: August 2002 (plan) June 2005 (implementation)</p>

7. FACILITIES

INDICATOR	ITEM	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	7a	Facilities in current use are generally equitable and adequate for implementing special education services, with some exceptions. Special education services provided within general education classrooms occur in facilities inherently equitable and conducive to standards based learning. Most special education classrooms are housed similarly. In most instances, facilities are appropriate for special education activities and services such as team decision-making, individualized student evaluation or therapies, small group resource support or therapies, and self-contained classroom instruction, occurring in settings outside of the general education classroom.	School-based Observation Staff Interview Student Interview	
Compliance	7b	<p>There does exist a number of facility limitations and space arrangements that are problematic in delivering equitable, least restrictive, and appropriate special education and related services.</p> <ol style="list-style-type: none"> 1. Space limitations across the city present barriers to program development such as creating an integrated early childhood center or offering an array of programs within each school to avoid transferring students to accommodate individual needs. For example, some 9th grade students at Mount Pleasant who require supports beyond what is available in the inclusion classroom have been told they will have to change schools because [service] spaces at their school are unavailable. 2. Space limitations and enrollment pressures experienced district-wide hamper capacity to provide "seats" in general education classes to implement IEPs that indicate transition of individual students with disabilities from separate to integrated settings. 3. Facilities or arrangements particular to the following sites preclude equitable and effective service provision: <u>Evacuation Plans:</u> Posted evacuation plans required for students with limited mobility are not in place at Pleasant View Elementary School, Alfred Lima, Sr Elementary School, or Mount Pleasant High School. <u>Physical Condition Issues:</u> <ul style="list-style-type: none"> - At Providence Academy of International Studies and the School of Health/Science/Technology, poorly maintained facilities are not equitable or conducive to establishing a stimulating or inviting learning atmosphere. - At George J. West Elementary School, occupational therapy is conducted in the band room, which is cold and not clean. There is concern about effects on student allergies. 		<p>The Departments of Special Education, Student Support Services, Facilities, and Finance will explore space/facilities expansion as part of district-wide planning.</p> <p>Timeline: School Year 2002-2003</p> <p>The district will address the "seats" issue, through an interdepartmental process created in Spring and Summer 2002.</p> <p>Timeline: September 2002</p> <p>The Special Education Department will issue brief written guidance to Principals regarding posting of evacuation plans.</p> <p>Timeline: Immediate</p> <p>The district will remedy all physical condition and equity issues cited in this item, exceptions noted.</p> <p>Timeline: September 2002</p>

	<ul style="list-style-type: none"> - At Pleasant View Elementary School, the speech and language room used for therapy does not have heat. (Grievance has been submitted) - At Sgt. Cornell Young, Jr., the newly designated resource area does not have heat, privacy, or supplies & materials. - At Mount Pleasant High School, paint and concrete are peeling from the walls in a "Behavior Disorder" classroom, and the "time out" area is unsafe, lacking padding, structure and other features. - At Oliver Hazard Perry Middle School, a "seclusion room" attached to a "Behavior Disorder" class is highly hazardous. The walls are partially padded, leaving a door, wall and cement floor uncovered. Students climb padded walls and hang on pipes, with pipe coverings now breaking apart. Physical restraint procedures in emergencies cannot be implemented appropriately against the cement floor. Physical restraint procedures during emergencies, although properly administered when observed, cannot be safely or appropriately conducted against the cement floor. [See related Item 6c, page 30.] <p><u>Equitable Access/Service Delivery Issues:</u></p> <ul style="list-style-type: none"> - At Oliver Hazard Perry Middle School, two special education self-contained classes designed to meet students' behavioral needs and one special education bilingual class are segregated and housed in the basement. These students do not interact with peers in the building. Visual guides, directions, rubrics, and other educational materials typically in view in most classrooms are not displayed in basement classrooms due to problems with adhesive tape not adhering to basement wall. [See related Item 6c, page 30.] - At Oliver Hazard Perry Middle School, resource room 104A is a closet, with one means of egress that enters and exits through operating English and home economic classrooms. - At Alan Shawn Feinstein Elementary School, two classrooms for students with disabilities are located in stairwells and are inequitable in size (space per person) compared to general education classrooms. - At Sgt. Cornell Young, Jr., there is no space designated for separate services such as resource instruction, speech/language therapy, occupational therapy or physical therapy. Services are provided in hallways and entryways with limited privacy and vary in location from session to session. Many professionals are using the same limited space simultaneously. - At Central High School, the special education self-contained classes are segregated in the basement. The vast majority of these classes are special education with just a few co-curricular classes interspersed among them. 		<p>Also refer to support plan regarding Perry Middle School, Item 6c, page 30. Timeline: April 2002</p> <p>Also refer to support plan for Item 6c, page 30. Timeline: September 2002 (plan ready for implementation)</p>
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		<ul style="list-style-type: none"> - At Charles Fortes Elementary School, the occupational therapy assistant provides therapy to children in a hallway in front of an elevator. - At Mount Pleasant High School, testing space is adequate, but computers and materials are not always available for conducting and reporting evaluations. - At Gilbert Stuart Middle School, the Diagnostic Prescriptive Teacher (DPT), school psychologist, and school social worker are conducting team meetings, evaluation and counseling programs, and parent conferences in an environment that is not private and is adjacent to the cafeteria, where the noise level sometimes interferes with student evaluation. - At Mount Pleasant High School, there is limited availability of space for the social worker to provide confidential individual counseling and lack of private phone access for confidential family contact. - At Mount Pleasant High School, there is uneven distribution and maintenance of computer technology, such that special education classes have inequitable access. - At Laurel Hill Avenue Elementary School, the self-contained classes are inequitable to other classrooms for the number and size of students. - At Laurel Hill Annex, multiple services, including resource classes, speech/language therapy, guidance counseling and ESL are occurring in a shared space not conducive to teaching, learning, and therapy. - At Alfred Lima, Sr. Elementary School, resource services are provided in the library with students and classes coming and going. It is a highly distractible setting not conducive to intensified support. 		<p>At Fortes, space for itinerant service providers will be provided in the new Lima Annex.</p> <p>Timeline: Spring 2002</p> <p>At Stuart, an office suite previously used for bilingual evaluations will be made available to these service providers. In the meantime, the Principal is making alternate space available to these staff for testing and conferencing. The bilingual evaluations will be conducted at Lima Annex.</p> <p>Timeline: September 2002</p>
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8. EVALUATION

INDICATOR	ITEM	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	8a	<p>The district is committed to participation of all students with disabilities in state assessment. The Reg. 2000 information management system, now incorporating all special education data, has developed capacity for the district to self-assess student participation.</p> <p>[See related Item 1f, page 7.]</p>	<p>Presentation</p> <p>Administrative Interview</p> <p>Staff Interview</p> <p>Document Review</p> <p>Student Record Review</p>	
Performance	8b	<p>In the Birch Vocational Program at Mount Pleasant High School, students receive a report card that reflects the alternative nature of the curriculum and includes information on progress of the IEP objectives. This provides helpful information for students and families, while meeting progress reporting requirements.</p>	<p>Presentation</p> <p>Administrative Interview</p>	

Compliance		<p>Many teachers of 230-day programs have participated in some of the Alternate Assessment professional development and networking opportunities. An elementary program at Pleasant View Elementary School exemplifies a working example of the implementation of an alternate, standards-based curriculum driven by Alternate Assessment results.</p> <p>In the Birch Vocational Program, student participation in Alternate State Assessment is uneven. Some teachers have developed an alternate assessment portfolio process, but express discouragement about the scoring feedback they received from the state review process. Other teachers are not implementing alternate assessment for their students who require it.</p> <p>In the high school program housed at Samuel Bridgman Middle School, it is unclear how students' activities and projects are tied to a standards-framed alternate assessment.</p>	<p>Staff Interview</p> <p>School-based Observation</p> <p>Document Review</p>	<p>Refer to support plan regarding mentoring for 230-day program staff, Item 3h, page 18.</p> <p>Timeline: Spring 2002 & ongoing</p>
Performance	8c	<p>Child Outreach is a mandated, population-based preschool screening program intended as one means to ensure early identification and service for every three, four, and five year old Providence resident who has a disability. During the 2000-2001 school year, this program reached 47% of three year olds, 41% of four year olds, and 36% of five year olds, according to the district's current Consolidated Resource Plan (CRP)</p> <p>Providence Child Outreach currently employs 8 paraprofessionals, including two bilingual screeners. It offers screening and re-screening throughout the school year in Providence Head Start and community early care and education programs. In addition, public screening sessions are offered by appointment for two full days monthly in neighborhood locations. The program is publicized in the newspaper and through posters and flyers in community locations, as well as through interagency arrangements with early childhood programs. Publications are available in five languages.</p> <p>There is a need for this program to become data-driven, by establishing an information system that tracks percentages of resident 3, 4 & 5 year olds screened, re screened, evaluated and identified as eligible for services, as well as the demographic and geographic profiles of the families/children being reached by the system. A need for updated procedures and professional development, quality assurance, and regulatory expectations is evident.</p>	<p>Document Review</p> <p>Staff Interview</p>	<p>The Child Outreach Program will incorporate a data base and information system that tracks percentages of resident 3, 4, & 5 year olds screened, rescreened, evaluated, and identified as eligible for services, as well as the demographic and geographic profiles of the families/children being reached by the system.</p> <p>Timeline: September 2002</p>
Compliance	8d	<p>Referral-evaluation practices in many schools are currently inconsistent with special education regulations. Teams in a few schools have relatively updated information about regulatory requirements, however, there is widespread misunderstanding, and in some schools, conflict, regarding policies, procedures, roles and responsibilities in the special education evaluation process. In addition, the established protocols historically used in the district create additional steps and alter the sequence in such a way that teacher and parent input are hampered.</p> <p>There is little evidence that all building level teachers and practitioners are informed about district evaluation procedures disseminated in August 2001 to school principals.</p>	<p>Student Record Review</p> <p>Staff Interview</p> <p>Parent Interview</p>	<p>Refer to Support Plan regarding dissemination of written procedures, Item 1h, page 7.</p> <p>Timelines: September 2002 (dissemination)</p> <p>School Year 2002-2003 (professional development)</p>

		<p>In some schools where collegiality and collaboration are high, arrangements such as co-scheduling and class coverage, are made to facilitate general education teachers' attendance and participation in decision-making during evaluation and IEP meetings. In most schools, however, there is a lack of involvement of classroom teachers in decision-making during the process of referral, referral review, evaluation, and eligibility determination.</p> <ul style="list-style-type: none"> - The majority of decision-making about IEPs, re-evaluations, and program review and change, has not shifted to the IEP team, as required under IDEA and state regulations, and is still led and overseen by the evaluation team. Teachers and staff regularly use old verbiage ("MDT", "CAP/CAST", "M&M", "BD Classroom", "Inclusion students", etc.) despite written administrative guidance. - Composition of both evaluation and IEP teams is often inconsistent with regulatory requirements. Examples: evaluation teams: missing classroom teachers and service providers. IEP Teams: LEA representatives, general education teachers, special education teachers - There is little shared understanding among evaluation teams and general education staff regarding eligibility determination for special education services. - Knowledge and implementation of functional behavioral assessments is rarely evidenced - There is disjointed practice and lack of internal consistency among speech and language pathologists regarding agreed upon guidelines for determining when speech/language therapy is warranted 		
Performance Compliance	8e	<p>The Special Education Office has cited plans and sought assistance to revise and update its referral and evaluation forms, notices and various protocols required to carry out due process. The district is waiting for incorporation into its <i>Procedures Manual</i> special education protocols being developed at the state level. At this time, district forms currently in use contribute to timeline delays, team participation omissions, and misguided decision-making, and perpetuate outdated practices. Some forms are not structured to record required documentation.</p>	<p>Administrative Interview</p> <p>Document Review</p> <p>Student Record Review</p> <p>Staff Interview</p>	<p>Refer to Support Plan regarding dissemination of written procedures, Item 1h, page 7.</p> <p>Timeline: September 2002</p>
Performance Compliance	8f	<p>The two bilingual evaluation teams are well qualified to provide appropriate assessments. In an attempt to catch up on the backlog of overdue evaluations, the teams have been directed to limit their functions to evaluation and not to also function as IEP teams. The responsibility for IEP development now resides with teams at the building level. However, IEP teams report concerns about their lack of expertise in developing appropriate IEPs for students who are bilingual. The current practice is inconsistent with the regulatory requirement that teams creating initial IEPs include an individual who is familiar with the student's evaluation and can interpret instructional implications of the evaluation results.</p> <p>Although the district has made progress in reducing the number of overdue bilingual evaluations, there remains a large number of referred children needing evaluations in their native language, who are not receiving evaluations within regulatory timelines. In expanding capacity to ensure entitlements for all second language learners,</p>	<p>Presentation</p> <p>Staff Interview</p> <p>Parent Interview</p>	<p>The Special Education Department will continue to boost recruitment through long-range plans including exploration with the Human Resource Department of strategies such as incentives, and collaboration with higher education preparatory programs. [See Findings, Item 13a, page 66.]</p> <p>Timeline: Immediate</p>

		<p>Providence faces the enormous challenge of securing an adequate and qualified multilingual staff reflecting cultural affinity with Providence families and linguistic competence, while retaining current staffing for the existing bilingual evaluation teams and educational, speech therapy and other bilingual services.</p>		<p>Also refer to Support Plans regarding:</p> <p>Interdepartmental work, Item 1q, page 11:</p> <p>Timeline: February 8, 2002 & ongoing</p> <p>Dissemination of written procedures, Item 1h, page 7.</p> <p>Timeline: September 2002</p>
Performance Compliance	8g	<p>In Providence, second language learners speaking languages other than English or Spanish are evaluated by school-based teams with the variable assistance of interpreters. Staffing and comprehensive professional development is needed to ensure that culturally competent, authentic and valid assessment practices are in place.</p> <p>A system of supervision and accountability is needed to eliminate the use of inappropriate interpreters, such as students themselves, for meetings with families.</p>	<p>Presentation</p> <p>School-based Observation</p> <p>Staff Interview</p>	<p>The Special Education Department will create, in collaboration with the Department of Language and Culture, system-wide professional development that enables all evaluation teams to use authentic approaches in conducting special education evaluations for Providence's multilingual, multicultural student body.</p> <p>Timeline: June 2003</p>
Compliance	8h	<p>Across the district, there is little evidence of the use of functional behavioral assessment (FBA) in cases where students with disabilities are experiencing emotional or behavioral challenges, or in cases where students are determined eligible for services under the category of emotional disturbance. There is little evidence of the use of FBA as a tool to design behavioral intervention plans or to review circumstances of disciplinary infractions. Some staff do proactively conduct FBAs, but may conduct these assessments in isolation rather than as a result of an IEP team or evaluation team discussion. Staff appear unaware of circumstances in which an FBA is warranted and which teams are responsible for planning and conducting FBA at various points during eligibility and individualized program planning.</p>	<p>Student Record Review</p> <p>Staff Interview</p> <p>School-based Observation</p>	<p>The Special Education Department will collaborate with RIDE's Office of Special Needs to build into its professional development plan staff skill-building in Functional Behavioral Assessments.</p> <p>Timeline: June 2003</p>
Performance	8i	<p>The district employs a full-time Transition Coordinator, who supports professional development for teachers in individualized vocational/career assessments for all students with disabilities beginning at age 14, consistent with regulatory requirements. The Coordinator oversees a district Transition Advisory Committee (TAC), with 19 participants including special educators from two middle and two high schools, Office of Rehabilitations Services and other agencies. The vocational/career assessment provides the basis for each student's transition plan, as part of the IEP</p>	<p>Interview</p> <p>Document Review</p>	

		process, enabling the student, with his/her IEP team, to develop school-to-life goals as well as learning experiences designed each year to support progress toward these goals. Level I assessment reflects an individualized, authentic, portfolio approach that includes a student interview/inventory, parent interview, functional skills assessment, and an Interests/Skills Inventory, and occasionally, classroom observation or teacher report. Since October 2001, the Transition Coordinator has provided professional development to the Providence TAC, all Diagnostic-Prescriptive Teachers (DPTs), special education teachers at three high schools and one 9 th grade team at a fourth. A recently hired Employment Specialist will devote half of her time to assisting with vocational/career assessments at the middle school level.		
Performance Compliance	8j	<p>The Transitional Class at Mount Pleasant High School has done a commendable job of conducting ongoing vocational assessment through creation of individualized, multi-dimensional career portfolios for students. Students are aware of and utilizing their portfolios in the process of planning, learning, and assessing progress toward transitional goals.</p> <p>Among many middle and high school teachers, it is unclear who is responsible for facilitating vocational assessments and what assessment tools to utilize for what purpose. Review of student records indicates that individualized vocational/career assessments for students with disabilities beginning at age 14 are not yet routinely conducted. This required assessment is essential to inform required transitional planning for students with disabilities.</p>	<p>Student Record Review</p> <p>School-based Observation</p> <p>Student Interview</p> <p>Document Review</p>	<p>The district has recently hired an Employment Specialist to work with the Transition Coordinator in conducting vocational assessments and training all high school and middle school staff regarding vocational/career assessment.</p> <p>Timeline: December 2002</p>
Performance Compliance	8k	<p>There is a need for guidance and professional development for teachers and therapists to establish a consistent practice of reporting progress on IEP goals. Currently, quarterly review of progress toward IEP goals, the use of this information to adjust instruction or services, and reporting to parents, vary considerably among service providers and schools. Some staff are careful to review and report quarterly progress on IEP goals at the time of report cards, and include anecdotal notes for explanation. Some routinely complete the codes</p> <p>on IEP goal pages and send these home with report cards. A few teachers noted that this is not meaningful for parents unless a key is included for explanation. Most staff report that they are aware of progress reporting but find that they do not succeed in consistently reporting quarterly progress. Some staff do not conduct any progress reporting beyond annual IEP review meetings. The variability in progress review, use, and reporting is also evident in student records.</p>	<p>Student Record Review</p> <p>Staff Interview</p> <p>Parent Interview</p>	<p>Refer to Support Plan regarding dissemination of written guidance, Item 1h, page 7.</p> <p>Timelines: September 2002</p> <p>(dissemination)</p> <p>School Year 2002-2003 (professional development)</p>
Performance	8l	A protocol developed last year and in use by some school teams provides guidance on when to include an occupational therapist (OT) or physical therapist (PT) to conduct screening or evaluation. This protocol includes an OT/PT report form for classroom teacher use.		

		<u>Evaluations/FAPE</u>		
		Review of a stratified sample of confidential special education student records reflecting a wide range of age and program levels and service delivery configurations indicates the following compliance issues requiring correction or improved procedures regarding the special education evaluation process:		
Compliance	8m	Evaluation team invitation letter-needs revision Child Outreach referral notice needs revision-implies team will meet w/out parent	SR SR	Refer to Support Plan regarding dissemination of written guidance, Item 1h, page 7. Timeline: September 2002
Compliance	8n	<u>Initial Referral:</u> Referral form is not on record. Date of referral review by the evaluation team and the parent was not within ten school days ➤ The evaluation and eligibility meeting were not completed within 45 school days of parental consent. ➤ A written report of the evaluation team is made available to the LEA and the parents and if the child is eligible for special education services the report is made available to the IEP team. ➤ If eligible, within 15 school days an IEP meeting was not conducted and an IEP was not developed for the child ➤ Evaluation Team does not include all required participants. -Missing or no documentation of members -No parent or evidence of parental invitation -No general education teacher -No special education teacher -No social worker or school psychologist as warranted by evaluations conducted	DA3 SR 1,3,4,12; ISW 3; BG 2,4,6,7; JD 9; CS2 ➤ SR 1,3,8,10; ISW3; BG 2,4, 6,7; CS2, DA1,2,7; JD 3,6, 11 ➤ BG 4,6,7 ➤ ISW 3; BG 2,3, CS2; DA 4; SR 28 ➤ Composition: -SR1; BG all -SR 2,4,10; ISW2; DA 1, 2,3,4,6,7; JD11; JDS6 -SR2,4,6,8,9,10; ISW 3; JD 7,11 -SR2; JD 7 -JD 7	Refer to Support Plan regarding dissemination of written guidance, Item 1h, page 7. Timeline: September 2002

Compliance	8o	Bilingual evaluations of second language learners speaking Spanish are overdue. Previous district attempts to address this issue through extended work hours have not been sufficient to eliminate the backlog.	DA 11,12,13,14,15,16; JK 21,22	The district is required to take immediate measures to ensure bilingual students' equitable access to full entitlements under IDEA. The Executive Director will collaborate with the Departments of Human Resources and Finance and with the Superintendent/designee to create and implement a plan to eliminate the backlog of bilingual evaluations by October 2002. Timelines: Immediate (plan) October 2002 (backlog eliminated)
Compliance	8p	Evaluations as part of initial evaluation for particular disabilities (i.e., general medical, psychological, educational, social history etc.) were omitted. Medical evaluations not conducted Psychological/social history not conducted	➤ BG 1-7, CS1,2,3,4&5; KC 2,3,4; JK 3; JDS2; DA1,2,4,5,6; JD 6 ➤ CS2	The district will conduct each evaluation required under specific eligibility categories. Timeline:Current Semester 2002
Compliance	8q	<u>Reevaluation/Evaluation Report</u> Evaluation report is not on file for change of student's eligibility category. Timelines cannot be determined due to lack of dates on evaluations of team report. Re-evaluation is not conducted within required timelines. Team evaluation report omits the following required elements: ➤ how the child's disability impacts progress in general curriculum (Form design does not address this element.) ➤ how information is collected and used to make eligibility determination ➤ information provided by the student's general education teacher to the team (form design does not address this element)	ISW 1 SW 9; KC2,3 SR 1; CS3,4; BB1; JDS4 DA 6; JK 5 ➤ CS 5; KC 2,3,4; JDS1, 2,3,4,5,6; DA 1,2,3,4,5,6,7; ➤ CS 5; KC 3,4; DA 1,2, 3,4,5,6,7,8 ➤ CS 5; KC 2,3,4; BG 1; JDS 1,2,3,4,5,6; DA 1,2,3, 4,5,6,7,8; JD 1,3,10	The district will conduct each reevaluation required under specific eligibility categories. Timeline: Current Semester 2002 Refer to Support Plan regarding dissemination of written guidance, Item 1h, page 7. Timeline: September 2002

Performance Compliance	8r	<p>Reevaluation team composition is generally appropriate, with some exceptions:</p> <p>Evaluation Team does not include all required participants.</p> <ul style="list-style-type: none"> ➤ No parent or evidence of parental invitation ➤ No general education teacher ➤ No special education teacher ➤ No school district (Local Education Agency) representative 	<ul style="list-style-type: none"> ➤ SW 9; JD 4,5 ➤ SW 5; ISW 1; KC2,3,4; JDS1,2,3,4,5,6; JD 1,3,4 ➤ SW5 ➤ SW 5; BG 1,5; KC 4; JD 5 	<p>Refer to Support Plan regarding dissemination of written guidance, Item 1h, page 7.</p> <p>Timeline: September 2002</p>
Compliance	8s	<p>As part of the team's decision to reevaluate, specific evaluations required for specific eligibility categories not completed/documented when warranted:</p> <ul style="list-style-type: none"> ➤ No speech/language evaluation ➤ No medical evaluation ➤ No educational psychological evaluation ➤ No social history ➤ No individualized vocational/career assessment 	<ul style="list-style-type: none"> ➤ KC 3; JD 3 ➤ JD 1,4,5,10 ➤ JD 3,10 ➤ JD 1,10 ➤ Across most records. JDS2,3,4,5,6; SW1,2,3,4,5,6,7,8,9; KC 1,2,4; JDS 2,5,6; JD 9,10; JK3 	<p>The district will conduct each reevaluation required under specific eligibility categories.</p> <p>Timeline: Current Semester 2002</p>
	8t	<p style="text-align: center;"><u>Early Intervention (EI) Referral</u></p> <p>Action delayed on EI referral; Child Outreach Screening conducted with child two months after EI referral.</p> <p>EI transition activities are not documented.</p> <p>The school district's evaluation and IEP meeting are not held in time for services to begin by 3 years of age for students transitioning from EI, with service provision delayed until after age 3 ½ years.</p>	<p>DA 6</p> <p>DA 6</p> <p>SR 1,10</p>	<p>Refer to Support Plan regarding Child Outreach/Early Intervention collaboration, Item 11a, page 60.</p> <p>Timeline: February 11, 2002 & ongoing</p>
	8u	<p style="text-align: center;"><u>Learning Disability (LD) Report</u></p> <p>An LD report for a student identified as having Learning Disabilities is not on file or is incomplete.</p> <p>The student is identified as having a LD based on evaluation, but is reported on the</p>	<p>SW 2,7, SR7,9; JD11</p> <p>SW4</p>	<p>Refer to Support Plan regarding dissemination of written guidance, Item 1h, page 7.</p> <p>Timeline: September 2002</p>

		<p>census as having a speech/language disorder.</p> <p>The LD report does not include the following required elements:</p> <ul style="list-style-type: none"> ➤ Statement that the student has a specific learning disability ➤ Relevant behavior noted during observation and discussion of the relationship between behavior and academic functioning ➤ The basis for making a determination of Learning Disability, including evidence of a severe discrepancy between achievement and ability that is not correctable without special education services ➤ The effect of environmental cultural or economic disadvantage ➤ Signatures of all team members 	<ul style="list-style-type: none"> ➤ BG 1,2,3,5,6; JDS4; DA 1,2 ➤ SR9; BG 1,5,6, CS 3; KC 2, 3; JDS4; DA1,2; JD 3,10,11; JK3 ➤ JD 3,10,11; ISW 2; KC 2, 3; JDS4; DA 1,2 ➤ BG 1,2,3,5,6; CS3; KC 2,3;JDS4; DA 1,2; JD 3,10,11 ➤ JDS 1,4; JD 10,11 	
	8v	<p>The form currently in use is problematic in that it:</p> <ul style="list-style-type: none"> - omits required components: statement on specific LD, relevant medical findings, effects of environmental, cultural or economic disadvantage - includes a specific point reference chart for the statistical comparison of scores, which is an invalid application of the process. - encourages inappropriate use (multiple comparisons) of the LD Guidelines Chart 	ISW 1,2	See support plan as in 8u, pages 47-48.
	8w	<p>There is evidence of inappropriate use of evaluation instruments: 300.532 Evaluation Procedure: a(1): 2 (b) c(1): 2 (i)(j) Violation of requirement that tests & evaluations are selected & administered so that they are not discriminatory and so that they gather relevant developmental information, are technically sound, and provide relevant information.</p> <p>Example: The LAP-D, an early childhood criterion-referenced checklist, was used as an educational evaluation for a 13-year old student.</p>	KC4	<p>Refer to Support Plan regarding comprehensive professional development plan, Item 1e, page 6.</p> <p>Timeline: August 2002</p>

9. INDIVIDUAL EDUCATION PLAN (IEP) / PROCEDURAL SAFEGUARDS

INDICATOR	ITEM	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance Compliance	9a	<p>As of this visit, the district has converted its central filing system to ensure that student confidential special education records are organized, complete, updated and secure. Records are housed in the Special Education administrative office. Procedures and responsibilities for maintenance, access, communication and transfer of students' confidential special education records are unclear. Presently, schools experience a host of problems that hinders teachers and providers from timely access to information about their students. These issues involve transfer of information between schools and between central office and schools. Below are some examples:</p> <ul style="list-style-type: none"> - Services not being provided at beginning of school year because disposition forms were not done by sending school - At Mount Pleasant High School, there were instances of missing IEPs. - OT services are not delivered until contracted providers are assigned the overload without compensatory services. - At Oliver Hazard Perry Middle School, a speech/language therapist did not know which students were assigned and had to personally seek them out. A 6th grade self-contained student currently does not have an IEP on record. - At Oliver Hazard Perry Middle School, special education teachers as of January have not accessed their students' records 	<p>Observation</p> <p>Administrative Interview</p> <p>Document Review</p> <p>Staff Interview</p> <p>Parent Interview</p> <p>DA-9 DA-5 DE-8 JK-20</p>	<p>The Special Education Department will issue written guidance to all school and central office staff.</p> <p>Timeline: September 2002</p> <p>The Special Education Department will develop a systematic process for distributing all records,</p> <p>Timeline: Opening of school in September 2002</p> <p>The district will create System wide capacity for electronic access and transfer of records through Reg 2000.</p> <p>Timeline: September 2006</p>
Compliance	9b	<p>A general lack of knowledge about IEP processes, roles, responsibilities and decision-making results in the following practices:</p> <ul style="list-style-type: none"> - Service decisions are frequently made outside of the IEP process, prior to the IEP meeting. - Service decisions are routinely made by the "MDT", rather than by an IEP team informed by agreed upon needs, goals & objectives, and enabling supports to be built in. - IEP decisions are often made by an improperly constituted team. General education teachers are frequently not in attendance for a variety of reasons (no class coverage, not co-scheduled, not invited). A system is needed to ensure and enable full participation. - IEP goals and objectives are often written after, rather than informing, placement decisions. Individual teachers and providers are often expected to "write" IEP goals and objectives unilaterally before or after the IEP meeting. - IEP decisions are routinely made for second language learners without 	<p>Student Record Review</p> <p>Staff Interview</p>	<p>The Special Education Department will build IEP teams' competency in team composition, facilitation and decision-making, by working with the state IEP Network to build in-district capacity for ongoing IEP support. Culturally competent practice will be embedded content.</p> <p>Timeline: Spring 2002 and ongoing</p> <p>The district will identify and train one individual per</p>

		<p>expertise from the bilingual evaluation team.</p> <ul style="list-style-type: none"> - IEPs are “amended” outside the IEP process by individual teachers and providers, in individual meetings with parents, who sign or initial. - “MDTs”, Clinical Team, or special education administrators sometimes override IEP team decisions when these are inconsistent with district direction or when services are not available as stipulated on the IEP. Capacity-building and professional development are needed to assist IEP team members in innovative, inclusionary approaches aligned with district direction. - IEPs rarely address behavior in terms of strengths and needs, present levels, goals and objectives, accommodation/modifications/support to teachers, and services. There is little evidence of the use of FBA as the basis for behavioral plans. - Occupational therapy needs, levels, goals, and services are sometimes determined by uncertified personnel, with Certified Occupational Therapy Assistants (COTAs) attending IEP meetings in lieu of Occupational Therapists. 		<p>school to serve as an IEP “go to” person for his/her school.</p> <p>Timeline: Summer 2002</p> <p>Emerging professional, program, and procedural development will be reflected in a working companion document to the <i>Special Education Procedures Manual</i>.</p> <p>Timeline: Fall 2002 and ongoing</p>
Performance Compliance	9c	<p>General education teachers in some cases are fully informed and have access to IEPs of all students in their classes. Some schools have created ways to ensure that teachers are oriented to their students’ needs. For example, Hope High School has created an IEP accommodation/modification sheet to systematically inform teachers about students’ individual needs in the classroom. In other schools, special educators provide copies of IEPs as part of their collaborative work with teachers.</p> <p>Across the district, general education teachers report uneven access to their students’ IEPs. Some receive accommodation/modification pages only. In many instances, general education teachers have never seen their students’ IEPs and are unaware of the individual accommodations, modifications or agreed upon staff supports that are necessary for the student to progress toward standards and IEP goals.</p>	<p>Staff Interview</p> <p>Document Review</p>	<p>Refer to support plan regarding records management, Item 9a, page 49.</p> <p>Timelines: Opening of school 2002 (records distribution)</p> <p>September 2002 (written guidance)</p> <p>September 2006 ((electronic access)</p>
		<p style="text-align: center;"><u>IEP</u></p> <p>Review of a stratified sample of confidential special education student records reflecting a wide range of age and program levels and service delivery configurations indicates the following compliance issues requiring correction or improved procedures regarding the special education evaluation process:</p>		

Compliance	9d	No documentation of IEP notice to parents	SW 9; CS 2; KC 1,2,3,4; JK 3,5,8	Refer to support plan regarding written procedures, Item 1h, page 7. Timeline: September 2002
Compliance	9e	No log of access	JDS 5,6	Logs will be inserted. Timeline: Immediate
Compliance	9f	Record/IEP appears to have been altered IEP not current IEP “amended”, no evidence of required IEP review meeting	ISW 2; KC 3; SR 8; JK 17 ISW 2; DA 6; SR 2; CS 4; JK 11,12,13, 14,15,18,20 SR 8,11	Refer to support plan regarding procedural manual, Item 1h, page 7. Timeline: September 2002 Refer to support plan regarding IEP training, Item 9b, page 51. Timeline: Spring 2002 and ongoing
Compliance	9g	Services were not determined by an appropriately constituted IEP team, including student where appropriate, parent, general education teacher, an individual who can interpret evaluation results, and others as appropriate.	SW 5 (no parent signature on last page) No general ed teacher: SW 7, SW 5, SW 3, SR 3; ISW 1; BG1,4; CS4; KC3; JDS1,5; JK2,3,4,7 No sp ed teacher: BG3,6 (S/L primary educator), BG7; CS4; JK4 No LEA rep: SR 1; CS1,2,3,4,5; DA 2,3,6; JD 2,3; JK1; CS 4; ISW 1,2 Improper team (missing roles not ID'd: CS 1,2,3,4,5 No student, transition was discussed: KC4	Refer to support plan regarding written procedures, Item 1h, page 7. Timeline: September 2002
Performance	9h	Ten-year old student attended own IEP: good practice.	SR 3	
Compliance	9i	LEA representative signature was not the same as the LEA representative who attended the meeting	SR 2; ISW 2, 3; BG 1,2,3,4,5,6,7; BB 4,6,7,8; JDS6; ISW 1 (2 nd sig omitted); KC 1,2,3,4; DA 1,2,3,5,6; JK 2,3,4,7; JD 4,5,6,8,9,10	See support plan as in Item 9g, page 51.

Compliance	9j	<p>The IEP:</p> <p>1. Did not have a description of student's strengths and needs in the general curriculum. (Consideration of all areas, e.g., academic, motor, sensory, emotional)</p> <p>2. The student's described needs are not embedded throughout the IEP (i.e., goals, objectives, modifications, services, or placements)?</p>	<p>JK7; SR 3; ISW 1; JDS 1,6; DA 1; JD 6</p> <p>Not meaningful: ISW 2</p> <p>Not well defined: BG 1,2,3,4,5,6,7; DA2,3; JD 9</p> <p>Strengths section not fully developed: CS1,2,3,4,5; JD 3;</p> <p>Present but not standards-based: KC 1,2,3,4,5</p> <p>ISW 1</p> <p>Not adequately addressed: KC 1,2,3,4; JDS 1,5; JK4</p>	See support plan as in Item 9g, page 51.
Compliance	9k	<p>Present levels of performance are not clearly stated or are omitted.</p> <p>Present levels of performance are <u>not</u>:</p> <ul style="list-style-type: none"> ➤ Related to area of need ➤ Described performance in general curriculum ➤ Written in objective and measurable terms ➤ Described what the students does and needs to be able to do ➤ If test scores are used, they were not are self-explanatory 	<p>Generally complete w/varying quality JDS all JDS1</p> <p>Not descriptive: SR 3</p> <p>➤ ISW 2</p> <p>➤ ISW 1,2,3; SR 2; BG 1-7; KC 1,2,4,5;DA2,4,6,7</p> <p>➤ SR 2,3; ISW 1,2,3; BG 1-7; KC1,2,4,5; DA 2,4,6,7,8; JD 5,6,7,8,9,10,11</p> <p>➤ ISW 1,2,3; SR 2,3; BG 1-5; DA 2,3,5,6,7; JD 3,5,6,7,8,9</p> <p>➤ ISW 3; BG 1-7</p>	See support plan as in Item 9g, page 51.

Compliance	9l	<p>1. There are no annual goals that lead to student's progress in the general curriculum.</p> <p>2. Annual goals are not adequate. Annual goals do <u>not</u>:</p> <ul style="list-style-type: none"> ➤ Use standards and/or grade level benchmarks ➤ Include student's individualized target performance ➤ Measurable ➤ Related to present levels of performance 	<p>SR 1,2,3; ISW 3; BG 4; JDS 1,5,6; DA 6 (S/L); JK2,3,4</p> <ul style="list-style-type: none"> ➤ SR 1,2,3; ISW 3; BG 1,3,4; CS2; KC4 (alt assess frameworks); DA 4,6,7; JD 5,6,9,10,11; JK5 ➤ ISW 2; SR 1,2,3; BG 1,2,3,4,6,7; CS2; KC1,3,4; DA2,6,7; JD 1,4,6,7,8, 9,11; JK5 ➤ SR 1, SR 2; BG 1-7; DA 3,4,5,7; JD 1,3,4,5,6, 7,8,9,10,11; JK5; SR 3; ISW 3; CS2; KC 1,2,3,4,5 ➤ BG 2,3,4; CS2; inconsistent: KC 1,2,3,4,5; DA 4,6,7; JK5 	See support plan as in Item 9g, page 51.
Compliance	9m	<p>1. There were no short-term, specific measurable learning objectives/benchmarks.</p> <p>2. Short-term, specific, measurable learning objectives/benchmarks were not adequate. Learning objectives/benchmarks do <u>not</u>:</p> <ul style="list-style-type: none"> ➤ Relate to the annual goal ➤ Delineate measurable intermediate steps ➤ Include at least 2 short-term objectives/benchmark per goal. ➤ Individualize 	<p>JK4; ISW 2</p> <ul style="list-style-type: none"> ➤ KC3,4 ➤ ISW 3; SR1; KC 3,4; DA 3,7; JD 5,8; ➤ ISW 3; DA 3; JD 8 ➤ DA4,7; BG 1,2,3,4,5, 6,7 	See support plan as in Item 9g, page 51.
Compliance	9n	Objective evaluation procedures including criteria, procedure, and schedule for reviewing progress towards annual goals and short-term objectives are not listed.	SR 1,3; ISW 2, 3; BG 1-7; JDS 1; DA4; DA 7; JD 2,6,10; JK2	See support plan as in Item 9g, page 51.

Compliance	9o	<p>There is no:</p> <ul style="list-style-type: none"> ➤ Documentation and report to parents of progress toward IEP goal or objectives on a quarterly basis. ➤ Reason for not meeting goal if goal is not attained 	<ul style="list-style-type: none"> ➤ SW 3, 5, 7, 8, 9; SR 1, 2,3,5,7,10; ISW 1,2; BG 1-7; CS 1,2,3,4,5; KC 1,2,3,4; BB1,2,3,4,5,7,8; JDS 1,2,5,6; DA1,2,3,4,5,6,7,8; JD1,2,3,4,5,6,7, 8,9,10,11; JK1,2,3,4,5,6,7 ➤ SR 1,2,3,10; KC 1,2,3,4; DA 1,2,3,4,5,6,7; JD 1,2,3,4,5,6,7,8,9,10,11 	See support plan as in Item 9g, page 51.
Compliance	9p	Discussion of need for Extended School Year services is not documented.	SW 4, 9; ISW 3; SR 1; BG 3,5,6,7; CS1; KC 3,4; JDS 1,5,6; DA 2,5; JD 2,3,4,8,9,10,11; JK1,2,3,4,6	See support plan as in Item 9g, page 51.
Compliance	9q	Description, location, provider, frequency, and duration of supplementary aids and services, including accommodations and modifications are not accurately or fully documented.	BG 1,2,3,4,5,6,7; KC 3; JDS 1; DA 1,2,3,4,6,7; JK 1,2,3,4, 5,6; SR 2,3; ISW; JD 5; SW2	See support plan as in Item 9g, page 51.
Compliance	9r	Description, location, provider, frequency, and duration of special and related services are not accurately or fully documented.	JDS 1; JK4,6,7; DA 4,7 BG 1,2,3,4,5,6,7; KC 1,2,3,4,5; SR 1,2,3; JD 2,8,9; ISW 3	See support plan as in Item 9g, page 51.
Compliance	9s	<p>Determination of time and extent of participation in general education and special education is not accurately or fully documented.</p> <p>Middle or high school schedule is not attached.</p>	BG 3,6,7; DA 4,6,7; JD 8; JK 1,2,4,5; SW 1, SR 1; JD 6,7,9,10 ISW 2; CS3; KC 1,2,3,4; JDS 1,2,6,7	See support plan as in Item 9g, page 51.
Compliance	9t	<p>No indication of whether the student requires accommodations in statewide or district assessments of student achievement, including list of specific assessments.</p> <p>Excluded from testing without alternate assessment indicated</p>	<p>SR 2; BG 1,2,3,4,5,6,7; CS4; JK1; SW 2,3 5,8,9; ISW 2; KC 1,2; JDS 1,2,6,7; DA2,3,4,7; JD 10</p> <p>CS 4</p>	See support plan as in Item 9g, page 51.
Compliance	9u	<p>No indication of whether student requires an alternate means of statewide assessment, and if used, district assessment of student achievement.</p> <p>Alternate assessment <i>Eligibility Checklist</i> is not documented</p>	<p>SR 2; CS3 DA 2,3,5; JK1,2,5</p> <p>SR 2; KC 4; JDS 6</p>	See support plan as in Item 9g, page 51.
Compliance	9v	The date for student re-evaluation is not documented.	KC 4; JDS 1; JK1	See support plan as in Item 9g, page 51.

Compliance	9w	Discussion for the need for consideration of special factors (i.e., assistive technology devices) is not documented.	CS3,5; DA 5	See support plan as in Item 9g, page 51.
Compliance	9x	For a student who will turn 17 within the time frame of this IEP, there is no documentation that s/he has been informed of his/her rights and received a copy of procedural safeguards.	SW 7	See support plan as in Item 9g, page 51.
Compliance	9y	Assessment of the student's need for an extended school year (ESY) program not in evidence.	SR 1; BG 1-7; KC 3; JDS 1,2,3,4,5,6,7; JK4	See support plan as in Item 9g, page 51.
		<u>IEP/Transition Issues</u>		
Compliance	9z	For students 14 years and older, there is no evidence that an individualized vocational/career assessment has been conducted.	Missing in most records reviewed. Please refer to evaluation section.	Refer to support plan regarding vocational assessments, Item 8j, page 44. Timeline: December 2002
Compliance	9aa	<ul style="list-style-type: none"> ➤ A comprehensive transition plan is not evident for a student 16 years of age (14 years if determined appropriate by IEP team) that indicates assistance from relevant agencies where appropriate. ➤ Long-term goal statements for the student in each of the following areas are not developed. (Employment, Post Secondary Education and Training, Independent Living, and Community Participation). ➤ A course of study for the student that reflects the transition long-term goals is not stated. ➤ The <i>Basis for Determination</i> section does not include specific reasons why a student does not have annual goals in a given transition area ➤ The needs indicated in the transition areas are not addressed in the student's annual goals and objectives or indicated in the appropriate column. 	<ul style="list-style-type: none"> ➤ KC 1,2,4; JDS 1,5,6; JD 9,10,11 ➤ KC 4; JDS 1,5; JDS 2,6 ➤ KC4; JD 9,10,11 ➤ KC1,4; JD 9,11 ➤ SW 8,9; KC1,2,4; JD 9,10,11 	Refer to support plan regarding professional development activities of the Transition Office, Item 11g, page 63. Timelines: December 2002 & ongoing
Compliance	9bb	<p style="text-align: center;"><i>Functional Behavioral Assessment (FBA)</i></p> <p>There is little evidence of the use of Functional Behavioral Assessment (FBA) as one tool in eligibility determination or as an individualized evaluation for students facing disciplinary action or experiencing emotional or behavioral challenges or disciplinary action.</p>	All records reviewed. eg. JK 6; JDS 5; DA 1-4	Refer to support plan regarding functional behavioral assessment, Item 8h, page 44. Timeline: June 2003

Compliance	9cc	Behavioral intervention plans are not based on the findings or hypothesis of an FBA.	JDS 5; JK6	See preceding item. Timeline: June 2003
		<i>Procedural Safeguards</i>		
Compliance	9dd	There is no evidence that parents received information on the Local Advisory Committee and/or procedural safeguards.	SW 5,6,7,8,9; SR 1-10; ISW 2; JDS 1,2,5,6; DA2,3, 4,6; JD 1,2,3,4,5,6,7,8, 9,10,11; CS 2,3,4,5; KC 1,2,3,4; BB 1,2,3,4,5,6,7,8 JK 1,3,4,5,7	See support plan as in Item 9g, page 51.
Compliance	9ee	Parental consent for evaluation or re-evaluation is not on file.	CS2; KC 2,3,4; DA2,3,6; BG 5 (not dated)	See support plan as in Item 9g, page 51.
Performance	9ff	Documentation of extensive attempts to engage parent participation	ISW 1	See support plan as in Item 9g, page 51.
Compliance	9gg	Pages of another student's records in file	ISW 2; CS 1,2,4	See support plan as in Item 9g, page 51.
		<i>Other/FAPE</i>		
	9hh	For students with home language other than English there is no documentation of: <ul style="list-style-type: none"> ➤ provision for interpreter for all procedures ➤ provisions to conduct evaluation in language other English ➤ notices translated into appropriate language or mode of communication 	<ul style="list-style-type: none"> ➤ SW 1,7; JDS 3; DA1,2,3,6; JK3,8 ➤ SW 1,4, 7; JDS3; DA1,2,3,6; JK3,8 ➤ JD3,6 	The Special Education Department will issue a written reminder of practice and procedures for securing qualified interpreters. Timeline: September 2002 and annually upon opening of school.
Performance	9ii	There is evidence in many records of written communication in Spanish to families whose primary language is Spanish.	Across records reviewed.	
Compliance	9jj	For students with disabilities that affect sensory, manual or speaking skills, implications of the initial or most recent evaluations are not documented.	JDS 6	See support plan as in Item 9g, page 51.
Compliance	9kk	IEP indicates orientation/mobility services; not provided IEP indicates speech/language therapy; not provided IEP indicates OT services; not provided	JD 8 SW10,11,12,13,14,15,16,17, 18 SW19	The district will ensure that all services indicated in these students' IEPs are in place. Timeline: Immediate

		IEP indicates counseling; not provided	JK6	
		IEP indicates 1-to-1 teacher assistant; none provided since Sept.	SR 13	
		IEP indicates frequency of resource service but collapsed/reduced due to staff availability	Caseloads at two schools	
		IEP indicates resource service; not provided	SR 14,15,16,17,18,19,20,21,22	
		IEP indicates self-contained class; no service provided	SR 24,25,26,27	

10. LEAST RESTRICTIVE ENVIRONMENT (LRE)

INDICATOR	ITEM	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	10a	<p>To ensure access of preschool aged children with disabilities to age-appropriate peers, the Special Education Office plans to integrate its 180-day preschool self-contained special education classes next year. Up to 8 neighborhood preschoolers whose development is progressing at a typical rate will join up to 7 preschoolers with disabilities, to create new early childhood learning opportunities in each class for children with and without disabilities. There are currently eight 180-day preschool classes in five schools and five 230-day preschool classes in three schools. Three of the 180-day preschool classes are bilingual (Spanish).</p> <p>To ensure an equitable school day, plans include extending special education programs to full day for five year olds, to align with Providence's full-day kindergarten schedule.</p>	Staff Interview	
Performance	10b	<p>The district is attempting to extend options through the initiation of "intensive resource" programs and inclusion of students with disabilities on newly structured 9th grade interdisciplinary teams. The implementation of these efforts this year was problematic in the lack of individualized decision-making with students and parents through the IEP process and limited opportunity for receiving teachers and schools to participate in planning.</p> <p>Several schools have succeeded in fostering inclusion of students with disabilities in general education with intensive resource and classroom teachers collaborating and, in some cases such as in the 6th grade program at Charles Fortes Elementary School, co-teaching. These teachers are collaborating well and boosting students' access to the general education, standards-based curriculum and experiencing job-embedded professional development as they learn, plan, assess and problem-solve together.</p>	<p>Administrative Interview</p> <p>School-based Observation</p> <p>Staff Interview</p> <p>Parent Interview</p>	<p>Refer to support plan regarding integrated approaches and improved planning, Item 3f, page 17.</p> <p>Timelines:</p> <p>Spring 2002 (planning)</p> <p>School Year 2002-2003 (exploring integrated approaches)</p>

		<p>At other schools, the program's intention to foster collaboration and inclusion has been hampered where resource teachers' caseloads are spread over several classrooms and grades, when classroom teachers experienced delays in receiving information or in-class supports, when intensive resource teacher assistant positions are vacant, or when teachers did not feel prepared for collaborating or supported to work with a diverse range of needs. In some schools, services were reduced or are being delivered in pull-out approaches in order to meet service frequencies stipulated in students' IEPs. At Veazie Street Elementary School, for example, the resource teacher is not included in grade level common planning time.</p> <p>To facilitate smoother implementation next year, particularly as this program expands to all schools, some schools, such as George J. West Elementary School and Springfield Middle Schools I & II report that their assigned special education Supervisor is assisting them through co-planning. Considerations include, for example, strategic student and classroom assignments, reducing the number of classes and grades assigned for collaboration with each resource teacher.</p> <p>In addition, coordinated planning and support for intensive resource teachers is provided through district-wide professional development and planning meetings with one of the special education supervisors overseeing the development of this practice.</p>		
Compliance	10c	<p>The practice in some schools that all self-contained students automatically receive "specials" – art, music, library, and physical education-- with general education classes is not based on individual needs, resulting, for example, in students in the intensive behavior program placed in all itinerant subjects from the first day of school, rather than where appropriate for the students. For example, in one case, a self-contained class of students ranging in age from 6 to 10 years is placed in itinerant subjects with kindergarten students.</p>	<p>School-based Observation</p> <p>Staff Interview</p>	<p>The Executive Director of Special Education will address this issue with Principals, who will provide guidance to IEP team members, regarding how to base these decisions on individual needs and age appropriateness, as well as how to consider proper supports as needed to encourage integration for special subjects.</p> <p>Timeline: Fall 2002</p>
Compliance Performance	10d	<p>With some exceptions, such as the occupational therapy program at Veazie Street Elementary School, therapies in Veazie Annex bilingual preschool, and well-operating "intensive resource" programs, traditional resource and related services are generally provided outside of the classroom, utilizing a "pull-out" service delivery model. Classroom teachers and service providers have limited time to collaborate on integration of strategies into students' daily routines. Intensity and frequency of service are often based on available caseload and</p>	<p>School-based Observation</p> <p>Staff Interview</p>	<p>The Special Education Department will work with Principals to include resource teachers and therapists in end-of-year decisions about student and classroom assignments for the upcoming year.</p>

		staffing rather than on the needs of the child. For example, speech therapists report that children are routinely scheduled in groups in order to fulfill IEP-stipulated frequencies, despite needs for individualized therapy or diversity of needs in the group, thus compromising the intensity of therapy during the session. There appears to be limited time for or consideration of approaches for building capacity of teachers and parents to integrate therapeutic strategies into daily routines, as an approach to extending therapy beyond isolated pullout sessions.		<p>Timeline: March-May 2002</p> <p>The Special Education Department will explore the possibilities of staggered work schedules for therapists, to create flexibility in scheduling services.</p> <p>Timeline: Current Semester 2002</p> <p>Also refer to support plans for Item 3f on page 17.</p> <p>Timeline: Spring 2002</p> <p>Item 6a on page 29.</p> <p>Timeline: Year 2002-2003 & ongoing</p>
Compliance	10e	All Hope High School students attending a 230-day program temporarily housed at Samuel Bridgham Middle School are being denied a free, appropriate public education. These students are located in a highly restrictive setting not warranted by their individual needs. They are fully segregated from age-appropriate peers, with no opportunity for inclusion with secondary level students. They are denied physical education available to all students. There is very limited evidence that these students are accessing either the general curriculum or a clearly articulated, standards-based alternative curriculum informed by a systematic alternate assessment portfolio. Further, this program is located in a two-room suite that is accommodating three classes and is unsuitable for creating an appropriate or equitable learning environment. The planned location of this program in the fall was at Hope High School; however, its location at this middle school site has extended into January. This program currently offers students limited community-based experiences.	<p>School-based Observation</p> <p>Staff Interview</p> <p>Student Record Review</p>	<p>These students will attend Hope High School.</p> <p>Timeline: March 1, 2002</p> <p>These students are now receiving physical education and, where indicated on IEPs, adaptive physical education.</p> <p>Timeline: February 4, 2002</p>
Compliance	10f	At Pleasant View Elementary School, there are very limited opportunities for children in 230 or 180-day special education classrooms to be integrated in the general education classrooms because of the high proportion of special education classrooms in the school and because of contractual restrictions.	<p>School-based Observation</p> <p>Staff Interview</p> <p>Student Record Review</p>	<p>The district plans to change the composition of classes at Pleasant View School for the 2002-2003 year, keeping only three 230-day classes at the school and creating an early childhood hub of preschool classes.</p> <p>Timeline: September 2002.</p>
Compliance	10g	At Mount Pleasant High School and the Birch Vocational Program (in the 180 and 230 day self-contained classrooms), inclusion opportunities for students are not based on individual needs. Instead, inclusion is limited to non-core academic subjects, the availability of seats in general education classes, and special education staff awareness of opportunities in the general education curriculum.	<p>Staff Interview</p> <p>Student Record Review</p>	<p>The Executive Director of Special Education will work with the Mount Pleasant High School Principal and the Birch Program Supervisor to ensure that inclusion opportunities are</p>

				<p>created based on individual student needs.</p> <p>Timeline: Spring 2002</p> <p>The Executive Director and the Mount Pleasant High School Principal will collaborate to plan for each incoming 9th grade class to guide IEP teams to shift their practice over time.</p> <p>Timeline: Spring 2002 and ongoing</p>
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11. TRANSITION

INDICATOR	ITEM	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Compliance	11a	Children and families transitioning from early intervention (EI) to district preschool services sometimes experience delays and misunderstandings in the development and implementation of IEPs. The regulatory requirement (and its rationale) that families' first be contacted through the 30-month meeting among EI staff, district staff and the family is not clearly understood and implemented. With an expanded number of sending EI providers, there is a need for collaborative relationship-building and development of clear interagency agreements about how the EI preschool transition requirements will be met in order to ensure a timely, supportive transition process that reassures families and fosters trust.	Parent Interview Staff Interview Partnership Interview	<p>The Child Outreach Supervisor and preschool team representatives have engaged in an ongoing interagency network with the four early intervention (EI) programs potentially transitioning toddlers from EI to the Providence School Department. This interagency group is committed to ongoing joint program development and interagency agreements, to ensure a smooth and timely transition process for preschool children with disabilities and their families.</p> <p>Timeline: February 11, 2002 & ongoing</p>
Performance	11b	<p>A few individual schools have made efforts to smooth school-to-school transitions for students. Below are three examples:</p> <p>Charles Fortes Elementary School has created a process to smooth the transition for students moving from elementary to middle school. It includes 7th Grade Ambassadors to support transitioning 6th graders; an invitation to middle school staff to talk with parents of students in preparation for transition; Middle School informational booklets for students; practice for 6th graders in switching</p>	Staff Interview Document Review	

		<p>classes for literacy and mathematics, supported by team teaching; and beginning in 4th grade, provision of laptops to take home as preparation for their use in middle school.</p> <p>Central High School has a Parent Orientation Night and a Parent Student Orientation Day. Eighth grade students can also participate in a six-week Transition Program (140 students) designed to orient them to the high school curriculum and process.</p> <p>Hope High School's Improvement Plan indicates a transition summer program for 9th graders and parent/community outreach. Participation in the program is voluntary and targeted for students who may have been socially promoted or need academic enrichment. The program was conducted by Annenberg Institute of Brown University and affords professional development opportunities for staff.</p>		
Performance	11c	<p>Teachers appear generally unaware of a systemic district wide process for students' school-to-school transition or the options available for their students. Teachers and administrators recognized the need for an articulated pre-K-12 transition process as students move from one school to another.</p> <p>At the middle school level, it is unclear how students about to enter high school and their parents become knowledgeable of high school options, applications and expectations. It appears that student/parent handbooks articulating courses of study are not available.</p>	<p>Staff Interview</p> <p>Parent Interview</p>	
Performance	11d	<p>For some of the separate self-contained special education programs, particularly those serving students with emotional or behavioral challenges, there is a need for collaboration with general education settings in the interest of building capacity for inclusion of students needing "step-down" supports as they transition out of specialized programs back to the general education setting.</p>	<p>School-based Observation</p> <p>Staff Interview</p> <p>Student Interview</p>	
Performance Compliance	11e	<p>Communication among special education administrators, school-based teams, teachers, and practitioners regarding student transfers and transitions from program-to-program often occurs in the form of issuance of student assignment lists, with limited co-planning or other information. Staff in some schools cite the need for better information exchange, pre-planning, dialogue and timely access/transfer of student records when receiving new students, caseloads or classes.</p> <p>Classroom teachers sometimes do not have access to special education records or briefs regarding incoming students until weeks or months into the first semester of school.</p>	<p>Staff Interview</p> <p>Document Review</p>	<p>Refer to support plans regarding:</p> <ul style="list-style-type: none"> -administrative team-building, Item 1k, page 8. <p>Timeline: Summer 2002 & annually</p> <ul style="list-style-type: none"> -written procedures, Item 1h, page 7. <p>Timeline: September 2002</p> <ul style="list-style-type: none"> -records management, Item 9a, page 49. <p>Timeline: September 2002</p>

Performance	11f	The district's Transition Coordinator is responsible for the Providence Transition Center, an office serving as a resource center to support secondary transition. The Coordinator provides ongoing technical assistance to special educators and IEP teams regarding the required secondary transition process for students with disabilities at the middle and high school level. Professional development since October 2001 has focused on vocational assessment, as the basis for transition planning in the IEP process. The Transition Center offers resource materials, access to career curricula, and links to other agencies, including the Office of Rehabilitation Services. The Coordinator oversees the district Transition Advisory Committee (TAC), and sometimes supports students transitioning from program to program or school to school by participating in their IEP development.	Interview Presentation Document Review	
Compliance	11g	There is little evidence that teachers at the middle and high school levels are aware of requirements, options, or best practices in the secondary transition process for students with disabilities beginning with vocational assessment at age 14. Staff are unaware of specific procedures, beginning with individualized, authentic portfolio-style vocational/career assessment, and moving to engaging students in post-school life and career planning and goal setting. They are also unaware of how to ensure a targeted curriculum framed by instructional and industry standards, arranging community experiences, and creating systematic interagency partnerships with various businesses, vocational, recreational, social service and continued educational providers. Staff presently attempt transition planning from their own personal knowledge. Parents interviewed could not articulate transition plans for their children.	Student Record Review School-based Observation Staff Interview Parent Interview	<p>The Transition Coordinator will continue to:</p> <ul style="list-style-type: none"> ✓ provide professional development for teachers in vocational/career assessment and transition planning through the IEP process <p>Timeline: December 2002</p> <ul style="list-style-type: none"> ✓ oversee the Providence Transition Advisory Committee <p>Timeline: current & ongoing</p> <ul style="list-style-type: none"> ✓ provide direct assistance to schools in creating or adopting curriculum aligned with district and industry standards that creates real-world, community-based learning designed to achieve transition goals <p>Timeline: School Year 2002-2003 & ongoing</p> <ul style="list-style-type: none"> ✓ help schools and IEP teams take responsibility for considering and building in access to supports such as job shadowing, internships, employment, independent living skills, travel training,

				recreational planning, etc. Timeline: School Year 2002-2003 & ongoing
Compliance	11h	There are isolated instances of particularly problematic transition experiences for individual students. For example, two 13 year old students finishing 7 th grade were placed at Mount Pleasant High School and promoted to the 9 th grade.	Student Interview Staff Interview Student Record Review JDS 4	The district will develop a grade-to-grade promotion/retention procedure at the Middle School Level. Timeline: School year 2002-2003

12. PARENT INVOLVEMENT

INDICATOR	ITEM	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	12a	A number of district level parent advisories representing various cultural groups is intended to facilitate system responsiveness to the diverse families of Providence. Each school improvement team (SIT) is expected to address parent involvement at the school level. One of the district's goals is to establish a parent-teacher organization in every school. The Director of Family and Community Partnerships, a recently created position aligned with district goals, is assisting some schools in hosting school-based events that spur school-family partnerships. There is also a plan to hire several community liaisons to work with sets of schools to promote school-community connections. Although some schools, particularly site-based schools, have built active, respectful, reciprocal relationships with families and facilitate genuine parent participation in their children's learning, there is an urgent need for a system of leadership, professional development, and accountability to ensure that each family-school interaction is approached respectfully with consideration for the family's unique culture, strengths and needs and in ways that support its capacity to make informed decisions about and support its child's education.	Administrative Interview Staff Interview Parent Interview	
Performance	12b	There are variable levels of school-based parent involvement throughout the district. The following are some examples of parent engagement: <ul style="list-style-type: none"> - At many schools, parents participate on the School Improvement Team. - Central High School: In its second year of inception, the Central Parents Action Committee is a school-based parent group that sets its own agenda and activities. It has met three times thus far this school year. <p>The last meeting was a college financial aid informational session.</p> <ul style="list-style-type: none"> - Alfred Lima, Sr. Elementary School has strong parent involvement. 	Presentation School-based Observation Staff Interview Document Review	

		<p>Parents volunteer as homework helpers, success for all tutors, teaching art and music, providing Spanish enrichment and organizing multicultural celebrations.</p> <ul style="list-style-type: none"> - Alan Shawn Feinstein Elementary School: Active group fund raising activities, office & school yard volunteers, purchasing of books and materials, engaged on SIT, SALT survey return 90%. In addition, they have a <i>Parents Making a Difference</i> Centers. - Charles Fortes Elementary School engages families through a parent cadre, home school compact; breakfast with the principal, monthly family dances and information nights on math and literacy, a quarterly newsletter, Calendar of events, and an interactional website in two languages with links to family centered sites. - George J. West Elementary School engages families in semi-annual grade level parent meetings; the SIT; an active PTO; take-home math kits; Dialogue with the principal; Multicultural Nights; Holiday Fair; Open House; and tutoring & translating through the Americorps family center. - At Hope High School, several events were held which attracted parents: <ol style="list-style-type: none"> 1. Black History Concert 2. 2nd annual celebration of diversity in collaboration with the Latin American Student Organization at Brown. 3. Arts night – highlighting works of students in the Arts Essential House. - The SIT at Birch Vocational School meets monthly with the PTO. - The principal at Oliver Hazard Perry Middle School had a luncheon with up to 30 parents attending <p>There are many schools that exemplify positive connections with parents in general. A few examples are: Charles Fortes, Webster Avenue, Vartan Gregorian, Robert L. Bailey IV, Sgt. Cornell Young, Jr. and Alan Shawn Feinstein Elementary Schools as well as Feinstein and Mount Pleasant High Schools, including Birch Vocational Program, and the 9th Grade Team I at Central High School.</p>		
Compliance	12c	<p>Providence has not been successful in establishing a Local Special Education Advisory Committee (LAC) as required by state regulations. In Spring 2000, the Providence Special Education Office conducted a needs assessment via a public forum, with approximately 80 family members participating. With recruitment assistance from parent outreach staff at each school, a public invitation was issued in Spring 2001, with approximately 12 families, to plan the start-up of a LAC. Recently, responsibility for establishing the LAC has been administratively</p>	<p>Administrative Interview</p> <p>Student Record Review</p>	<p>The Executive Director of Special Education will engage a consultant and activate the collaboration with RIPIN, to create a strategy for establishing a LAC. It is anticipated that the LAC will be operational</p>

		reassigned, and assistance with recruitment has been sought through a small contract with Rhode Island Parent Information Network (RIPIN), Rhode Island's parent training and technical assistance organization delineated under IDEA.		by January 2003. Timeline: Summer 2002 – January 2003
Performance	12d	Some special education teams and staff are unsure of how to proceed when multiple attempts (primarily mailings) are unsuccessful in reaching a family to gain evaluation or placement consent or to engage in a meeting. Although many staff also make phone calls and a few extend their attempts to home visits, there is no clear systematic guidance, professional development, staffing or accountability for utilizing innovative outreach approaches uniquely effective with the socioeconomic, cultural and linguistic character of Providence families and neighborhoods. The city's network of community centers, religious organizations, housing liaisons, and informal neighborhood leaders are not routinely considered as resources or links. Current approaches appear professionally-driven, rather than family-centered, often resulting in the misunderstanding among professionals that families either don't care or have left decision-making up to the school, and in missed opportunities for families to gain understandings and support that might enable them to support their children's learning.	Staff Interview Parent Interview	
Performance	12e	Teachers, staff and parents in some schools express concern about families' lack of perspective and voice in decision-making about their children with disabilities, particularly given "MDT" driven decisions. Families, who are unaware of their procedural safeguards, are sometimes influenced to accept inappropriate services or to compromise entitlements for their children (eg. compensatory services for missing services). Given the cultural, linguistic, and socioeconomic diversity of Providence families, there is limited evidence that professionals always take the measures necessary to ensure that each family fully understands its procedural safeguards. There is evidence throughout students' records that written family communication in Spanish is regularly utilized.	Staff Interview Parent Interview Student Record Review	The district will build into its IEP professional development sequence competencies related to culturally competent practice and expert facilitation of meetings to actively inform and engage families in decision-making about their children. Potential involvement of the LAC and RIPIN in building this capacity will be explored. Timeline: Summer 2002 and ongoing
Performance	12f	The lack of student-parent handbooks at the high school level, delineating courses of study and course offerings, precludes parents from being informed about and assisting in their children's educational planning. This is problematic for secondary transition planning as part of the IEP decision-making for students with disabilities.	Staff Interview	Such informational materials are anticipated as part of the district's high school redesign effort. Timeline: School Year 2002-2003

13. PROFESSIONAL AND STAFF DEVELOPMENT

INDICATOR	ITEM	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	13a	<p>As a long-term strategy to address its long-standing challenge in recruiting and retaining qualified bilingual special educators and speech/language pathologists, the Providence Special Education Office has collaborated with two Rhode Island institutes of higher education to participate in two IDEA discretionary grant projects:</p> <p>a) Collaboration with the University of Rhode Island (URI): The project results in preparation and certification/licensure of bilingual/bicultural individuals as speech and language pathologists with a commitment to work in Providence. Supports tuition for participation in the URI's 2½ year graduate level speech pathology program. Staffing is also boosted as each participating graduate student performs his/her internship in the district.</p> <p>b) Collaboration with Rhode Island College and Urban Districts: The project results in ESL/bilingual endorsements for certified special educators, with an option to earn a master's degree. Supports tuition, mentoring and networking for participation of up to 15 Providence special educators per year.</p>	<p>Administrative Interview</p> <p>Document Review</p> <p>Partnership Interview</p>	
Performance	13b	<p>At the district level, new principals are connected with mentor principals with experience in the system. The district is not currently operating a mentoring program to support new teachers. The need for this support was evident in conversations with first-year special education teachers and service providers, who are not clearly oriented to school and district procedures, implementation of programs, contact people for assistance, and how to access materials. A few individuals described helpful mentoring from their Special Education Supervisor. The district has recently made an administrative assignment of responsibility for its mentoring effort.</p> <p>To build in support for new teachers, the Principal of George J. West Elementary School has initiated an in-house mentoring process for new teachers that includes weekly check-ins with veteran staff.</p>	<p>School-based Observation</p> <p>Staff Interview</p>	
Performance Compliance	13c	<p>To address staffing shortages and fill special education and bilingual positions, the district employs several emergency-certified teachers in special education, primarily at the secondary level. Many of these staff bring useful backgrounds and abilities to their work. However, the lack of mentoring for new teachers and lack of increased supervision and professional development of these staff raise concerns about quality of instruction and of classroom management, particularly with students whose learning and behavioral needs are challenging.</p> <p>[Teachers staffing the Mount Pleasant High School "Behavior Disorder" self-contained classroom and bi-lingual special education class do not hold appropriate certificates.]</p>	<p>School-based Observation</p> <p>Staff Interview</p>	<p>Refer to support plan regarding bilingual teacher mentoring, Item 3g, page 18.</p> <p>The Special Education Administrative Team will work with each high school to identify mentor teachers to support new or emergency-certified teachers.</p> <p>Timeline: November 2003</p>

Performance	13d	<p>Professional development in the district in the last two years has been systematic and highly focused on improving student achievement through improved instruction: building school principals' capacity to serve as instructional leaders, establishing a consistent framework for standards-based education and building a balanced literacy curriculum. This effort has called for an unprecedented generation and focusing of resources, both fiscal and human, as well as devotion of time and energy. The work is clearly changing instructional practice throughout the district, and staff are actively engaged on a steep learning curve. As a first priority, these efforts to ensure effective instruction are benefiting students as a whole and boosting the quality of teaching and learning.</p> <p>Although a number of specific professional development activities have also occurred, there is a need to infuse into the district's professional development calendar specialized training in instructional methodologies for unique learners. Professional development needs, especially among general and special education teachers, include practices impacting diverse learners, such as differentiated instruction, collaborative teaching, specialized methodologies, functional behavioral assessment and positive behavioral intervention planning, dialogue with families, developing IEPs that are standards-based and ensure provision of specialized supports and strategies targeted to meet unique needs in the general curriculum, and basic entitlements for students under special education law.</p> <p>There is a need to systematically engage classroom teachers, both general and special educators across the district in such professional development and to create ways to utilize the pockets of excellence and expertise among Providence's own faculty in these efforts, such as:</p> <ul style="list-style-type: none"> - The School Counselor at Veazie Street Elementary School, who conducts ongoing in-class social skills curriculum in grades 1 - 3. - Special needs teacher at Robert L. Bailey IV Elementary School, who has practical expertise in a number of behavioral guidance and self-control strategies for students with challenging emotional and behavioral needs - Resource teacher at Veazie Street Elementary School, who is a member of the state IEP network and has expertise in updated IEP protocols and processes and represents Providence as an IEP trainer in the network - Co-teachers at Alan Shawn Feinstein Elementary School, who have training and experience in collaborative teaching as special and general educators and weave community-building practices into classroom routines 	<p>School-based Observation</p> <p>Staff Interview</p> <p>Staff Surveys</p> <p>Document Review</p> <p>Presentation</p>	
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Performance	13e	<p>Special education teachers indicate that they have been included in standards based professional development and afforded many professional development opportunities related to improved teaching and learning. Related service providers express their dilemma with conflicting professional development schedules, when standards-based instruction offerings occur at the same time as learning sessions related to their therapeutic practice. Some therapists are very interested in learning about and applying their work within an educational standards framework.</p>	Staff Interview	
Performance	13f	<p>The <i>Teaching for Tomorrow</i> initiative, supported by the HELP Coalition, deepens professional development in balanced literacy in the following six participating schools: Dr. Martin Luther King, Jr., Vartan Gregorian, Veazie Street, Carl Lauro, Edmund W. Flynn, and George J. West Elementary Schools. Additional literacy specialists from Teachers College in New York consult with these lab schools in a four-week block four times per year, with interim check-ins. The literacy specialists work with teachers in developing lessons, practicing implementation, demonstrating and co-teaching in the classroom, and transitioning responsibility to teachers. District literacy coaches working in these schools benefit from participation in the job-embedded professional development and are positioned to follow up with continued job-embedded learning. Lab School teachers meet on Saturday before each learning block to prepare the whole school for the upcoming professional development experience. Schools engaged in this initiative exemplify increased collegiality and enhanced instructional practice in balanced literacy.</p>	<p>School-based Observations</p> <p>Staff Interview</p> <p>Partnership interview</p>	
Performance	13g	<p>Many schools are benefiting from Professional Development and program development supported by the district and through partnerships with higher education, community agencies and outside affiliations. In addition, the Special Education Office has supported numerous professional development activities in specialized areas of intervention.</p> <p>Examples include:</p> <p><u>Top Five Staff Development Activities</u> Teachers at the elementary, middle and high school level overall report most frequent participation in the following five staff development activities:</p> <ul style="list-style-type: none"> - Exchanging resources/lesson plans with teachers in the same school - Workshops/in-services provided by staff in the same school - Workshops/in-services provided through the school district - Staff development activities within the same grade level - Professional development that supports teaching to standards for student performance <p><u>Special Education Department Offerings</u></p> <ul style="list-style-type: none"> - Requirements of Federal and State Special Education Regulatory Amendments 	<p>School-Based Observation</p> <p>Staff Interview</p> <p>SALT Survey</p> <p>Document Review</p>	

		<ul style="list-style-type: none"> - Legal Updates in Special Education - Confidentiality & Ethics in Special Education - Working Responsively with Parents - Special Education Entrance/Exit Criteria - Results-based Counseling and Interdepartmental Unification - The Changing Role of the School Psychologist - Best Inclusive Practices - Functional Behavioral Assessments - Positive Behavioral Supports - Mood Disorders in Adolescence - Behavioral De-escalation - Physical Restraint Practices - Teaching Children with Autism Spectrum Disorders - Utilizing Social Stories - Approaches for Sensory Integration - Conflict Resolution - Peer Mediation - Bully-proofing - Creating Standards-referenced IEPs - Alternate Assessment - Assistive Technology - Conducting Vocational Assessment - Secondary Transition - Introduction to CEDARRS <p><u>Partnership Related Learning Opportunities</u></p> <ul style="list-style-type: none"> - HELP Coalition—consultation with HELP colleagues - Co-teaching training/consultation from Rhode Island College - Writing process consultation with Lesley College - Support for self-study based on student achievement and SALT survey results through mentors, cadres, networks and partnerships. - 4-week topic rotations during common planning time. - Brown University, University of RI, Boston Conservatory of Music, Regional Technical Assistance Center, Apple Computer consultants - Family Services, Inc. Consultation with clinicians - Utilization of job embedded staff and family professional development beyond the school district professional development days. There is a variety of local school district personnel and outside consultants engaged in leadership/ facilitation of the professional development. 		
Performance	13h	<p>At Birch Vocational Program and the 230-day high school program housed at Bridgham, teachers would benefit from training in the integration of standards based alternate instruction and functional skills curriculum.</p> <p>At the high schools, the 9th grade teams would benefit from training on inclusion practices and accommodating diverse learners in general education classrooms.</p>	<p>School-based Observation</p> <p>Staff Interview</p> <p>Staff Surveys</p>	

		At Central High School, there is a lack of clarity concerning 9 th grade special and general education roles and responsibilities. Teachers cite the need for continued professional development training on both inclusive education and differentiated instruction. Initiating this professional development has been hampered by the “work to rule” situation.		
Performance	13i	<p>Teachers express a need for additional professional development in the following areas related to addressing diverse needs:</p> <ul style="list-style-type: none"> - Special and general education collaboration to develop appropriate accommodations, modifications and methods of instruction for students with special needs to access the general curriculum - Differentiated Instruction—strategies for teaching broad range of ability levels in the same classroom - Tailoring instruction to students’ learning styles - Job-embedded professional development through common planning time - Co-teaching - Functional Behavioral Assessment - Positive Behavioral Supports for all children - Creating IEPs that balance standards with individualized goals - Creating IEPs that reflect and utilize evaluation results - Deciding accommodations, modifications and student grading related to standards, as part of IEP development and as part of instruction. - Assistive technology—referrals, usage - Assessing IEP progress and adjusting instruction accordingly - Strategies for addressing specific disabilities (i.e., autism, emotional/behavioral needs) - ADHD across disciplines - Special education across disciplines - Training for teacher assistants - Parent communication - Teacher Support Team training - Criteria for special education eligibility determination - Bilingual referral and evaluation - Active “hands on” learning 	<p>Staff Interview</p> <p>Staff Surveys</p> <p>SALT Survey</p> <p>School-based Observation</p>	<p>Special Education Lead Supervisors have initiated an administrative professional development team charged with developing a comprehensive, long-range professional development plan to follow up on existing learning opportunities and address identified needs and interests.</p> <p>This team is exploring an array of adult learning approaches to capitalize on in-system resources and reflect job-embedded consultation, mentoring and classroom visits, in addition to group sessions.</p> <p>Timelines: August 2002 (plan) School Year 2002-2003 (implementation)</p> <p>The Special Education Department will explore the integration of the plan with district-wide and school-based professional development planning.</p> <p>Timeline: Summer 2002</p> <p>Also refer to support plans for Items 1e on page 6, 1K on page 9, 3f on page 18, 3g on page 18, 5a on page 28, and 6a on page 29.</p>

